



**University of Providence  
BSN Program  
2021 Student Handbook**



# UP BSN *Pre-Licensure* Student Handbook

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## UNIVERSITY OF PROVIDENCE

The Bachelor of Science in Nursing (BSN) Pre-Licensure (PL) Program aligns curricular and learning activities with the [Mission of University of Providence](#) (UP).

The University continually and responsibly evaluates its operation and programs; the BSN PL program participates in this evaluation process. The University offers students a foundation for actively implementing UP values and the teachings within the Catholic tradition; it serves students of all beliefs who wish to take advantage of its programs. The faculty and staff of the UP join with students in a cooperative and enthusiastic search for truth, so that students may develop:

- Character - have a positive impact on the world and to the communities in which they live and work, particularly by recognizing and accepting personal accountability to themselves, to society, and to God;
- Competence - further their ability to live full and rewarding lives by becoming competent working members of society who know the basics of their professional field and have access to future learning;
- Commitment - find meaning in life which enables them to participate effectively in society while transcending its limitations, by living according to their moral and religious convictions, as well as respecting the dignity and beliefs of other people.

The University's Bachelor of Science Degree in Nursing (BSN) program was developed in response to an initiative of and in partnership with Providence St. Joseph's Health Care (PSJH). Academic policies and procedures of the University of Providence are in effect as program policies and procedures unless otherwise stated.

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This Undergraduate BSN Student Handbook is an official communication, and as such, an extension of the policies and procedures of the University of Providence.

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## 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](#): The UP BSN program is accredited by the Commission on Collegiate Nursing Education <http://directory.ccnecommunity.org/reports/newapps.asp>

[Montana Board of Nursing](#): The UP BSN program received Phase II approval from the Board of Nursing in July 2018.

## BACHELOR of SCIENCE in NURSING (BSN) PROGRAM DESCRIPTION

The [BSN program](#) is offered to individuals without licensure as a Registered Nurse, who are seeking preparation in professional nursing at the baccalaureate level with completion of the degree leading to eligibility for licensure as a registered nurse in any state in the US.

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Currently, the BSN program is offered with clinical experiences provided in Anchorage, Alaska, or Lewistown, Montana. The program is delivered through a combination of distance technologies, face to face clinical settings, and simulation labs. Students in the BSN pre-licensure program may enter the program with a previous bachelor's degree in another field; or with college credits toward a bachelor's degree.

Once students are accepted into the BSN major, they are expected to progress through the nursing curriculum on a full-time, cohort-based model to complete the 54-credit major in 3 consecutive semesters or 12 months' full-time work. The [University of Providence undergraduate and graduate catalog](#) provides a description of the required nursing courses. Further description of the courses is in [APPENDIX A](#). Students will be admitted into the nursing major each spring (January) with a mandatory face-to-face orientation at the beginning of the program.

## **NURSING PROGRAM PURPOSE**

The BSN Option is an intensive nursing program for students who already have bachelors or who have completed at least 66 college credits, including the required nursing pre-requisites and UP Core courses. The BSN degree prepares graduates for an entry-level position as a registered nurse in a variety of settings.

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*The UP PL BSN program provides intensive immersion in nursing science to prepare graduates for entrance into practice as a registered nurse.*

*The program has excellent clinical affiliations, an innovative curriculum, and reputable faculty.*

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In the tradition of the visionary Sisters of Providence; the University of Providence and Providence St. Joseph Health (PSJH) created a partnership to develop and implement the BSN Pre-licensure program. This collaborative team process united expert University and Providence faculty, state-of-the-art academic university resources, nurse educators, and a professional consultant who specializes in baccalaureate curriculum development to support students in attainment of a BSN.

This partnership between an academic institution and a healthcare system significantly impacts the education the student will receive and prepares each student for innovative nursing practice which is grounded in the mission of PSJH: *As expressions of God's healing love, witnessed through the ministry of Jesus, we are steadfast in serving all, especially those who are poor and vulnerable.* The students are also grounded in the PSJH values of: *Compassion, Dignity, Justice, Excellence, Integrity* and with the vision of *health for better world.*

## **BSN PROGRAM THEMES**

Compassion Ethics and Spirituality	Population and Community Health	Inter-Professional Collaboration
Patient and Family Centered Care	Transforming healthcare	Reflective Practice and Lifelong Development
Leadership and Effective Advocacy	Safety and Quality Outcomes	Evidence Based Practice
	Professional Accountability	

## **BSN PROGRAM OUTCOMES**

A graduate of the BSN program will be a leader in healthcare. Graduates will be excellent communicators, clinicians

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and leaders of change. A graduate is a life-long learner and will enhance the nursing profession by providing evidence-based nursing practice that is population centered, as well as grounded in spiritual, ethical and compassionate care. UP's nursing curriculum is built to respond to the rapidly changing health care system, as well as to student's needs. The graduate of the Bachelor of Science in Nursing Program of UP is prepared to:

1. Integrate a compassionate and ethical understanding of the human experience into nursing practice using the foundations of a liberal arts education.
2. Apply leadership concepts, skills, and decision-making to engage healthcare teams in creating, promoting, and managing safety and quality outcomes.
3. Apply nursing practices that are informed by research, evidence-based practice and innovation to optimize health.
4. Utilize information technology to communicate, mitigate errors, and make improved clinical decisions related to the care of diverse populations.
5. Advocate to influence change in legal, political, social, and economic factors that transform healthcare delivery.
6. Collaborate with the inter-professional team to improve patient/family outcomes and the work environment.
7. Provide compassionate, spiritual, ethical, and culturally appropriate care across the lifespan and the continuum of care.
8. Practice preventive care, health promotion, and disease intervention across care settings for self, individuals, families, the community, and populations.
9. Assume professional accountability to uphold the standards of nursing practice as defined by the Nurse Practice Act (in the state in which the nurse practices) and the ANA Code of Ethics.
10. Demonstrate reflective nursing practice.

### University of Providence Bachelor's Degree Core Requirements

Program applicants and current students are encouraged to work with a BSN nursing advisor to determine outstanding Core Requirements. The UP Core requirement is waived for applicants who already have a baccalaureate degree.

### BSN PRE-LICENSURE NURSING COURSES

#### Pre-Requisite Courses

- Anatomy and Physiology with Labs (total of 8 semester credits)
- Microbiology (3 semester credits)
- Statistics (3 credits)
- Nutrition (3 credits)

\*Students who have previously obtained a bachelor's degree in any field other than nursing are waived from the requirement to complete the University Core curriculum. Post Baccalaureate applicants must still complete the prerequisites prior to beginning the nursing program.

#### BSN Courses

After acceptance into the BSN program, the student will progress in a full-time cohort. Each class must be completed successfully in order to progress in the curriculum.

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**Table 1. BSN courses with links to program outcomes**

Course	CourseTitle	Link to Program Outcomes	Didactic Credits	Clinical* Credits
<b>SEMESTER #1 1<sup>st</sup> 8 weeks</b>				
NRS-PL 313	Nursing Practice Fundamentals	1, 3, 5, 9, 10	2	2
NRS-PL 376	Pathophysiology and Pharmacology Concepts I	1, 2, 4, 6, 7, 8, 10	3	
NRS-PL 370	Introduction to Professional Nursing	4, 6, 9	1	
<b>SEMESTER #1 2<sup>ND</sup> 8 weeks</b>				
NRS-PL 372	Nursing Concepts I	3, 4, 10	2	2
NRS-PL 412	Nursing Ethics and Spirituality	1, 7, 10	3	
NRS-PL 378	Pathophysiology and Pharmacology Concepts II	1, 2, 4, 6, 7, 8, 10	3	
<b>SEMESTER #2 1<sup>st</sup> 8 weeks</b>				
NRS-PL 430	Clinical Concepts I	1		3
NRS-PL 422	Quality & Safety in Nursing Leadership	2, 3, 6	2	
NRS-PL410	Evidence Based Nursing Practice	1, 3, 5, 6, 7, 8, 10	3	
<b>SEMESTER #2 2<sup>nd</sup> 8 weeks</b>				
NRS-PL 374	Nursing Concepts II	1, 3, 5, 6, 8, 9, 10	3	
NRS-PL 421	Nursing Leadership	1, 3, 5, 6, 7, 8, 10	3	1
NRS-PL 414	Population Health	1, 3, 4, 5, 7, 8	3	
<b>SEMESTER #3 1<sup>ST</sup> 8 WEEKS</b>				
NRS-PL 474	Nursing Concepts III	1, 2, 3, 4, 5, 6, 7, 8, 9	3	
NRS-PL 440	Clinical Concepts II	1,3		4
NRS-PL 425	Health Promotion in Nursing	5, 6, 7, 8	2	
<b>SEMESTER #3 2<sup>ND</sup> 8 WEEKS</b>				
NRS-PL 417	Global Perspectives in Healthcare	3, 5, 7, 8	2	
NRS-PL 450	Transition to Nursing Practice	1, 2, 3, 4, 6, 7, 8, 9, 10		6
NRS-PL 495	Senior Seminar	1, 2, 3, 4, 5, 6, 7, 8, 9, 10		1

*\*Clinical Credit: 1 clinical credit = approximately 45 hours in the 8 week term.*

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## PROGRAM COSTS

Tuition and fees information are updated regularly and are available on the [UP Tuition and Fees](#) website. In addition, students in the BSN will need to purchase/obtain other educational requisites including:

Computers and Educational Computer Software

Course Texts

Health Insurance

Health Safety and Immunization Requirements

Uniforms and Footwear

Clinical Supplies as Defined by Each Course

Transportation to Clinical Sites

Students should therefore begin planning early for financial aid to meet their educational goals.

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 plan to pay their tuition by the first day of classes. For additional information, contact the [Student Accounts Office](#) at (406) 791-5202.

## Financial Aid

Students interested in applying for federal student aid will need to complete the Free Application for Federal Student Aid form (FAFSA), available at <https://studentaid.gov/h/apply-for-aid/fafsa>. The required school code for the University of Providence is 002527. A student is eligible for financial aid when enrolled in six or more credits. For additional information about UP financial aid, contact the [Financial Aid Office](#) at (406) 791-5202.

## Grants

Eligible students can apply for grants either independently or through the [Financial Aid Office](#) at (406) 791-5202.

Examples of grants include:

- [Federal Pell Grant](#) is a grant for undergraduate students. Pell Grants generally will be paid for fall, spring, and summer semesters. For students enrolled less than half time, awards are made contingent on Federal funding.
- [Federal Supplemental Educational Opportunity Grant \(SEOG\)](#) is a grant for exceptionally needy undergraduate students. Funding is limited and Pell eligible students will receive first consideration to the extent that funding is available.

## Payment Plans

To review options for a payment plan, students should contact the [Student Accounts Office](#) at (406) 791-5202.

## 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.

## ADMISSION and ENROLLMENT

The Baccalaureate in Nursing curriculum is designed to prepare students for work within the complex and changing health-care environment. Students in a Bachelor of Science in Nursing curriculum are expected to develop critical-thinking and communication skills, in addition to receiving clinical education in clinics, community settings, and hospitals. The foundation of the BSN is a liberal arts education and includes classes in the humanities, social sciences, basic sciences, ethics, and nutrition.

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## Application to University of Providence

Admission to the Baccalaureate in Nursing Program of Study *requires [application and admission to the University of Providence first](#)*, as well as completion of nursing pre-requisite course work. Admission to the University does not equate to acceptance to the nursing program.

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*As a first step, persons interested in a baccalaureate degree in Nursing should [contact the School of Health Professions](#) and begin working with an academic advisor.*

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To facilitate transcript evaluation and advisement, a student must [Apply to the University of Providence](#) and indicate their major as *pre-nursing*. Students are considered *pre-nursing* until they have:

- 1) completed the required pre-requisites, including Core
  - 2) applied to the Nursing Program;
  - 3) and have received placement in the upper division BSN “NRS” portion of the program of study
- Students who have not been formally accepted to the BSN program, may not take NRS designation courses.
  - Students may transfer in credits from other higher educational institutions that would apply to the pre-requisite and some of the UP required Core Curriculum courses. *Transfer equivalency is determined by the [UP Registrar’s Office](#).*
  - Students should work closely with a pre-nursing advisor to ensure courses will transfer in as equivalent before attempting the course. Students will receive a Core evaluation audit sheet for the nursing program. This document will be used by the student to develop a degree completion plan.

## Academic Advisors

The Program Manager for Nursing and Health programs is assigned as the initial advisor for each student during the application period. Once accepted to the nursing program, students will be assigned a Faculty Advisor. This advisor works with the student until graduation. Communication between the advisor and student can occur face-to-face, via the telephone, virtually, and/or by email. Students are highly encouraged to confer with the nursing advisor if any academic problem, conflict, or concerns arise. The nursing advisor also consults with the Division Chair for Undergraduate Nursing to work individually with students needing consultation.

## APPLICATION TO THE BSN MAJOR

Applicants working with a UP School of Health Professions advisor will be assisted in determining readiness to apply to the upper division portion of the BSN program of study.

The BSN application will be **available April 1<sup>st</sup>** on the BSN page at:

<https://www.uprovidence.edu/nursing/bachelor-of-science-nursing/> The application is **due by June 15<sup>th</sup>**.

The BSN placement decision is based upon available resources (clinical sites and faculty) and candidate qualifications, including:

- Cumulative GPA of at least 3.0
- All nursing pre-requisite course work completed with a “C” (GPA 2.0) or better with no more than a total of 2 repeats in pre-requisite courses (see page 3)
- Completion of pre-requisite courses by December 15th
- A background check is required of all applicants at the time of application (CastleBranch)
  1. Graduation with the BSN does not assure eligibility for licensure as an RN, which varies

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by state. Applicants who have concerns about eligibility based on previous convictions are advised to contact the BON for the state in which they hope to practice.

- Next steps for accepted applicants, upon admission:
  - i. Montana students will complete a background check through CastleBranch.®
  - ii. Alaska Cohort Students will also need to complete the Alaska State specific background check prior to beginning the program in January.
- Completion of urine drug screen coordinated by CastleBranch must be completed by all admitted students by December 15<sup>th</sup>. \*Depending on clinical site requirements, an additional drug screen may be required.
- Please note, accepted applicants will need to complete additional Nursing Program Health, Safety, and Communicable Disease Requirements by December 15<sup>th</sup>. These are clinical site specific. Communication will be sent by the clinical site faculty advisor for completion of these requirements.
- Accepted applicants will receive further information in their program acceptance letter.

### Other admission criteria:

- Relevant healthcare experience
- Providence St. Joseph Health employee/dependent status
- Local community member (Lewistown, MT; Anchorage, AK)
- Diversity, including cross cultural experiences which contribute to a diverse workforce
- Interview of qualified applicants

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*All application decisions **are provisional and pending final confirmation** of completion of the required nursing pre-requisite courses in process at the time of application; GPA requirements; and resolution of any outstanding clinical, health, safety and immunization requirements.*

*Applicants who are admitted to the BSN program are required to complete the **3-semester (spring, summer, fall)** sequence of 54 credits.*

*Nursing courses are offered sequentially; therefore, students must pass each course in sequence or withdraw if failing a course. The student may petition for readmission to another cohort. If in good standing, and if space is available, the student may be readmitted, but this is not guaranteed.*

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### **Timelines**

- **April 1st -June 15th:** Applications will be accepted. Official transcripts must be submitted for any courses completed at the time of University Application.
- **APPLICATION Deadline: June 15<sup>th</sup>**
- Email the completed nursing program application to [nursing@uprovidence.edu](mailto:nursing@uprovidence.edu) by deadline of **June 15<sup>th</sup>**
- **June 15th:** Background check CastleBranch® for all students
  - i. Alaska students will complete AK state specific background check in My Clinical Exchange after acceptance to the nursing program
- **June 15<sup>th</sup>:** Completion of urine drug screen completed through Castlebranch®
- **June 15th - July 15th:** Review of applicants (which may include an interview)
- **July 15th:** Notification of qualified applicants of placement offer.
  - i. Accepted students may not defer admission until the next academic year if offered admission

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to the nursing program; they will need to reapply for the next academic year.

- ii. Students who are offered admission to the program twice, but decline both times will be prohibited from being granted future admission to the nursing program.
- **July 15th:** Candidates offered placement. Must confirm placement and verify progress in CastleBranch® clinical compliance tracking.
    - i. Alaska students will use My Clinical Exchange to upload required clinical documents.
  - **December 15th:** clinical compliance tracking must be complete (see your CastleBranch®/My Clinical Exchange account).
  - **January 5th:** Deadline for receipt of official transcripts for any courses work in progress during fall semester.
  - Please Note: One-week prior to semester start, there is a required face to face program immersion. Applicants will receive further information in the placement offer letter

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### *Nursing Program Application Requirements:*

- Completion of 66 college level credits, including required nursing pre-requisites and Core Curriculum by December 15<sup>th</sup> in order to start the BSN Nursing Courses in January (University of Providence students only)

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Anatomy and Physiology with Labs (total of <b>8 credits</b> [typically as API & APII] )	Microbiology with Lab ( <b>4 credits</b> )
Statistics ( <b>3 credits</b> )	Nutrition ( <b>3 credits</b> )

- Submission of transcripts—to the nursing program advisors-- **for every college or university attended** (exception: University of Providence course work)
  - Initially, these may be unofficial transcripts
  - Once the student is ready to formally apply for placement, official transcripts are required; failure to submit official transcripts from every college or university attended may result in the application not being processed for review
  - Pre-requisite course work taken at any College or University other than at University of Providence requires approval from the [UP Registrar](#) for transfer equivalency
  - The Nursing Program Coordinator or individual Nursing Advisor will assist students in the transfer equivalency approval processes
- Two nursing prerequisite courses must be completed at the time of application submission.
- All of the required nursing prerequisite courses must be completed with a grade of C or better,
  - only 2 of the required prerequisites courses (listed above) may be repeated more than 1 time to earn a grade of C or better (i.e. max of 2 retakes in the pre-requisites, regardless of grade earned).
- The calculated cumulative GPA of the **nursing pre-requisite courses** listed above **must be  $\geq 2.0$  at the time of application**
  - GPAs for all applicants will be calculated using those grades earned up to the application
  - GPA **will not be recalculated when Fall grades are available**
  - Fall grades will be audited to determine if all required prerequisite courses have been completed with a grade of C or better.
  - Statistics and Nutrition pre-requisite courses does not expire. A&P and Microbiology expire after 10 years. Considerations on a case-to-case basis may be made for professionals working if applicant is working in science/healthcare field.)
- Completion of all nursing pre-requisite courses by December 15th, following the application deadline
- Completion of required Nursing Program Health, Safety, and Communicable Disease Requirements (Clinical Compliance Tracking) through CastleBranch<sup>®</sup> or My Clinical Exchange depending on clinical site; see below)

### *Nursing Program Health, Safety, and Communicable Disease Requirements*

It is a privilege for University of Providence nursing students to work with our many community health care facilities across the Western Region of the U.S. To ensure the safety and wellbeing of all patients, background checks, urine drug screening, and immunizations to prevent communicable diseases, have become standard requirements for employment in health care. The School of Health Professions utilizes CastleBranch<sup>®</sup> for Montana, an accredited member of the National Association of Professional Background Screeners (NAPBS), and My Clinical Exchange for Alaska.

A link to CastleBranch<sup>®</sup>, for the following requirements can be found in the BSN program application. Alaska students will be sent information about My Clinical Exchange after acceptance to the nursing program.

Applicants must complete a urine drug screen and background check by the application due date of

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June 15<sup>th</sup>.

Remaining clinical compliance items must be completed by December 15<sup>th</sup> and includes:

- Immunizations ([see APPENDIX C](#))
- CPR American Heart Association BLS for HealthCare Providers
- Health Insurance
- HIPAA and OSHA training

All clinical compliance must remain current while the student is in the program. Students may be required to complete additional, state specific information, depending on their clinical placements.

The results of the urine drug screen and background check are tracked on CastleBranch® by the BSN Division Chair and his/her designee. The Division Chair, or the assigned designee may contact a student directly if further information and/or clarification about background check findings are warranted.

Due to the confidential nature of the background check findings, the results of the background check and urine drug screens are not placed in the student's permanent file.

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*Any student who faces criminal charges while enrolled in the BSN program is required to notify the Division Chair for Nursing within ten (10) working days of such charges that may affect his/her ability to function in the academic or lab setting.*

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Criminal charges include but are not limited to misdemeanors, felonies and convictions, such as shoplifting, drug charges, driving under the influence (DUI), Minor in Possession (MIP), reckless driving and suspended license. These activities do not include legal matters regarding divorce, custody issues or parking tickets.

Urine drug screen results and criminal background check issues will be addressed by the Division Chair.

### Technical Standards for Admission, Academic Progression, and Graduation

The goal of the UP BSN program is to prepare every student to think critically, and practice nursing competently and compassionately in rapidly changing practice environments. The curriculum is designed to build nursing knowledge, enhance nursing practice and patient safety, foster professional integrity, and ultimately improve the health outcomes of patients, families, and communities across the continuum of care.

Certain functional abilities are essential for the delivery of safe, effective nursing care during clinical training activities. Therefore, the faculty has determined that certain **technical standards** are requisite for admission, progression, and graduation from the nursing programs. These standards, and the attestation form, can be found in [APPENDIX B](#).

In addition to classroom learning, clinical learning occurs throughout the program and involves considerations (such as patient safety and clinical facilities) that are not present for classroom accommodations. For this reason, any applicant or student who seeks accommodations prior to or immediately after enrolling in the nursing programs must also request an assessment of the types of reasonable accommodations needed for the clinical training component of the program.

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If you have questions or concerns about your ability to meet the technical standards with or without accommodations, or if you would like to arrange reasonable accommodations please contact UP [Disability Services](#).

Applicants who disclose a disability are considered for admission if they are otherwise qualified so long as such accommodation does not significantly alter the essential requirements of the curriculum and the educational program, or significantly affect the safety of patient care or others.

### Licensing as a Registered Nursing

The University of Providence School of Nursing is approved by the Montana State Board of Nursing.

The Montana State Board of Nursing regulates licensing within their state and can deny RN licensure for a number of reasons; for example, conviction of a misdemeanor or a felony. Prior to beginning the Nursing Program, students are advised to visit the [Montana Board of Nursing website](#): or call the Montana Board of Nursing for questions regarding eligibility for licensing:

- Phone: (406) 444-5711
- Email: [UnitB@mt.gov](mailto:UnitB@mt.gov)

**Criteria for licensing as a Registered Nurse varies by state**, as each state nursing regulatory body (Board of Nursing) establishes their individual requirements. Requirements may include submission of fingerprints, a criminal background check, health assessment, or specific educational content. Students are advised to check requirements for states in which they intend to seek licensure.

### Registration for Courses

Once students are accepted to the BSN program, they may register for their BSN courses each semester. Once registered for classes, tuition and fees are assessed and students will receive an invoice. Students are responsible for paying each semester's tuition and fees or making an approved payment arrangement by the due date. Students are also responsible for completing all required documents and actions to accept financial aid to apply toward each semester's charges. All outstanding amounts resulting from nonpayment of tuition and fees are the responsibility of the student. Withdrawal from school, officially or unofficially will not cancel any financial obligation already incurred. Additionally, failure to pay all financial obligations may result in debts being turned over to a collection agency. Collection costs, including attorney fees and other charges necessary for collection of any amount due, will be added to the student's account balance.

Students may request an incomplete in a course and will be bound by the University's policies about completing the course. Students who have an incomplete in a course and wish to register for a course that requires the incomplete course as a pre-requisite, must finish and receive a final grade for the course before they will be allowed to register for sequential nursing courses.

### Student Participation in Governance

Once accepted to the BSN program, students have the opportunity to participate in representational governance through the Student Governance Committee. A faculty representative from each BSN track is available as a liaison between the students and faculty; student representatives from each track represent their programs. Meetings occur in February and November and on an as needed basis. The faculty representatives will arrange for an online meeting for the students on an agreed upon time/date in those months. A standing agenda for each meeting includes these topics:

- Clinical
- Classroom

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- Course delivery
- Policy
- Pinning Ceremony
- Curricular Outcomes
- Orientation
- Recruitment and Retention
- Other topics as determined by student or faculty representatives

### ACADEMIC POLICIES

Academic Policies of the University of Providence can be found on the University of Providence website at this link: <https://www.uprovidence.edu/academics/academic-policies/>

### BSN Grading Requirements and Grading Scale

Final grades for each course can be obtained by the students one week after the last day of the semester. Grading timeline for each course will follow the University's grading schedule. Please contact the registrar's office for additional information. In order to pass a course with a clinical component, students must have a passing grade in both the clinical and the didactic portion of the course. Students who fail either element will not pass the course.

The grading scale to be followed by the faculty for each BSN course is:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59%-below

### Minimum Grade for Progression in Nursing Courses

- 1) A minimum grade of "C" is required in all required **pre-requisite** and **co-requisite** courses.
- 2) A minimum grade of "C" is required in all **nursing** theory, laboratory and clinical courses.
- 3) The student must have, as a final grade in the clinical portion of any didactic/clinical course combination, of "PASS" in order to pass the course—regardless of the didactic grade for the course.
- 4) Stand-alone clinical courses will be graded using letter grades.
  1. Clinical evaluation will be addressed in the course syllabi

### Integrated Testing with ATI®

The BSN program utilizes the Assessment Technologies Institute (ATI®) integrated testing, during the program of study. These assessments prepare students for the nursing licensure exam (NCLEX) and also help them gain critical thinking skills and a comprehensive nursing knowledge base.

Students in the PL BSN are **required to complete all assigned ATI activities**, including practice tests, proctored tests, lab preparation, case studies, and simulations—at the benchmark set by the course faculty—in order to complete the course in which the activity resides.

See [Appendix E](#) for the ATI benchmarking policy.

Refer to individual course syllabi for ATI® requirements.

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## Monitored Testing

The UP prelicensure BSN program delivers significant content online, including testing. An online proctoring program is utilized for test security. Students are responsible for gaining the needed familiarity with the online proctoring program and utilizing it as directed. See Appendix XX

## Professional Standards and Conduct

All nursing students must adhere to the conduct expectations outlined in the Montana Nurse Practice Act Rule 24.159.2301, the American Nurses Association Code of Ethics for Nurses, and the behaviors outlined in this BSN Student Handbook. It is the intent of these policies to ensure client safety and professional conduct by appropriate ethical-legal behavior on the part of all nursing students. All nursing students are expected to be responsible for their actions. A student's failure to abide by the outlined expectations at all times shall initiate faculty evaluation of a student's ability to continue in the Nursing Program.

### Clinical Conduct

Nursing students may be removed from the program for clinical conduct reasons, including but not limited to: patient safety concerns, and violation of confidentiality (HIPAA); failure to comply with program requirements related to health and immunization status, background checks and infractions of the law, and substance abuse. Removal from the clinical portion of the course may result in failure of the course and would therefore require removal (withdrawal) from the program of study.

Nursing students are expected to refrain from the use of all illegal substances. Concerns about a student being under the influence of alcohol or any other substance which could endanger patient safety will result in student removal from the clinical area and immediate drug and alcohol testing. When requested by officials at the clinical site or a faculty member, students must comply with drug/alcohol screening according to the specific standards that the clinical agency or university. A student referred for a drug/alcohol screen will be temporarily suspended from clinical work until the results of the screen are reported and evaluated. Nursing faculty and/or a program administrator will direct the student where and when to have screening completed to ensure compliance. Failure to comply with testing will result in removal from the nursing program. The student is responsible for costs associated with the screening.

If a student is suspected of illegal substance use *on UP campus*, university policy will be followed.

Students who are removed for professional conduct issues may appeal to the Division Chair of the Nursing Programs. Appeals should be submitted in writing within 72 hours and a response from the Division Chair will be provided within 72 hours or a reasonable time frame following receipt of the appeal.

## University Academic Warning, Probation, and Non-Academic Appeal Process

The process for this appeal can be found in the [UP Student Handbook](#).

## Nursing Program Appeals and Reinstatement to the Nursing Program

If an appeal is not upheld, students may not continue in the program and must submit a written request to be reinstated to the nursing program. The request for reinstatement should be addressed to the Division Chair of the Nursing Programs. A review of the student's records and any other pertinent information will be conducted. Students submitting a letter requesting reinstatement must show a clear plan for success in the program, fully addressing issues which caused the withdrawal/ failure. A statement of the student's problems/reasons for withdrawing or

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being suspended and the solution for correcting these problems will be signed both by the student and the Division Chair of Nursing Programs prior to the student resuming classes.

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 Division Chair of the Undergraduate Nursing Programs. Decisions are made in part with consideration for clinical capacity and student-to-faculty ratios. Due to clinical capacity and faculty-to-student ratio requirements, resources in clinical programs are finite. It may therefore take more than one academic semester to be reinstated.

### Withdrawal from the Nursing Program and Scholarship Funds

A student who withdraws (for any reason) from a nursing semester must follow university policy as outlined in the UP Undergraduate Catalog, which is updated annually. Because the nursing program courses are sequential, and clinical capacity may be limited the student wishing to re-enter the program will be required to apply for placement in the next cohort. Although every effort will be made to accommodate students re-entering the program, placement in the next cohort may not be possible due to limited clinical capacity.

Withdrawing from a semester also has potential implications related to scholarship awards. Students who withdraw must also pay close attention to the university catalog for dates related to the tuition refund schedule. If a nursing student withdraws after the date in which tuition is nonrefundable, the student will be responsible for paying for the semester in which they return to the program.

### Graduation

Information related to graduation, including graduating with honors, can be found on the [Registrar's graduation](#) web page. If students need further information, they may contact the Registrar's office by email [registrar@uprovidence.edu](mailto:registrar@uprovidence.edu) or by phone at 406-791-5202.

### Use of the University Logo for Professional Nursing Posters and/or other Publications

All nursing students must submit a request to the Division Chair for Undergraduate Nursing for approval prior to using the University logo on any materials.

### Student Concerns Process

Students at the University of Providence who have a concern regarding the University's online courses or programs can submit a comment or follow the appeals process defined in the Academic Policies <https://www.uprovidence.edu/academics/academic-policies/> and on the student concerns page of the UP website (see link below). . Concerns must follow the University of Providence customary resolution procedure prior to being referred to the Montana University System and NC-SARA procedures. Grade appeals and student conduct appeals are not allowed under SARA guidelines.

University of Providence Concerns – For more information on submitting a concern, please visit the [student concerns page](#) for further links to aid in this process.

## STUDENT RESPONSIBILITIES

### Contact Information

It is the student's responsibility to keep his/her email, phone and street address current and available in the School of Nursing. The student should notify the Administrative Assistant for the Nursing Program and should also update [ARGO](#) whenever there are changes in his/her status and name.

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## Computer Proficiency Requirements

It is the student's responsibility to have access to a computer and the internet. Students are required to routinely check electronic course materials to meet course requirements. During the program, students will be required to know and use Microsoft Word, Power Point and Excel programs. Students must have a personal laptop for the online nursing program.

## 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.

## Software

Students will be required to use Microsoft Office software to complete assignments (this includes Word, PowerPoint, and Excel). Other software may be required for some courses.

## Textbooks

Each course syllabus includes the list of required and recommended textbooks for each course. Students may order textbooks from the UP online bookstore, or a student may choose to purchase the textbooks locally or online through a different vendor.

## Cell Phones

Cell phones must be 'silenced' during online class time or during clinical practice experiences to promote a positive learning environment for all students and patient privacy.

## Moodle

Moodle® is the learning management system which supports the interactive video class meetings via Collaborate Ultra®. Nursing students are automatically enrolled in Moodle when they are registered for classes at the University. Students will receive a Moodle account upon registration. Students are expected to log into Moodle **at least 2-3 times/ 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.

## Class Attendance

The nursing program is offered in an interactive, synchronized video distance learning format using Collaborate Ultra®. Students are required to follow the [University of Providence Attendance Policy](#), as well as the BSN course attendance policies described in this student handbook and in course syllabi.

In order to meet course student learning outcomes, students are expected to be present and engaged in all scheduled video conferencing class times. Engagement may be exhibited by verbally participating or by messaging with pertinent, substantive comments during the face-to-face time.

- Video cameras must be in working order and turned on at the request of the instructor. Microphones should be muted except when speaking

**[Attendance is required at all course, clinical, lab, and simulation experiences.](#)**

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Attendance and participation are taken into consideration when determining the final grade for the course. If circumstances prohibit a student from attending a class session, they must contact the course instructor prior to the class. In the event that a technical issues interferes with the delivery of live class time, a backup video of the session may be available.

Students are required to communicate with their professor about both excused and unexcused absences. Students are also required to follow the classroom conduct policies as described in the [University of Providence catalog](#) and the [University of Providence Student Handbook](#)

### Professional Behavior Expectations in Class and Clinical

In accordance with the American Association of Colleges of Nursing (AACN) Baccalaureate Essentials (2008) and the American Nurses Association (ANA) Scope and Standards of Practice and Code of Ethics, University of Providence BSN Program students will:

- 1) Accept responsibility for one's own actions and attitudes.
- 2) Demonstrate the ability to develop and maintain therapeutic relationships and appropriate personal boundaries.
- 3) Demonstrate a respectful, sensitive, and non-judgmental manner when communicating with others. In this policy, 'others' refers to peers, faculty, clients, families and facility and school staff.
- 4) Provide prior notification to appropriate faculty when he/she is unable to meet commitments or requirements, detailing how and when he/she will make up requirements.
- 5) Participate in classroom, lab, and clinical activities as scheduled throughout the nursing program.
- 6) Report for scheduled activities on time and well-rested.
- 7) Complete assignments and tests as required and scheduled.
- 8) Demonstrate professional appearance, conduct, and professional presentation in classroom and lab settings and any activities directly related to the UP Program of Nursing. This also pertains to conduct while on overnight stays which are directly related to clinical or other UP organized activities.
- 9) Expectations for timeliness, professional appearance, and conduct extends to the virtual spaces of the learning community, including online classrooms, virtual platforms, and proctored testing activities.
- 10) Demonstrate personal and professional ethics, honesty and integrity.
- 11) Demonstrate the ability to use good judgment in decision making.
- 12) Demonstrate accountability in preparation for classroom, lab, and clinical activities.
- 13) Respect others during classroom, lab, and clinical activities (i.e., no talking while others are talking, cell phones are silenced, and no inappropriate use of electronic devices).
- 14) Demonstrate respect and care to all individuals regardless of culture, ethnicity, religion, work experience, gender, age and sexual orientation.
- 15) Communicate with others with respect, sensitivity and care in all forms (including verbal, nonverbal, written, and electronic).
- 16) Maintain standards of confidentiality.
- 17) Actively participate as a team member in clinical, lab and class.
- 18) *In regard to nursing lab/clinical courses, the student will:*
  - a. Notify facility and instructor prior to an absence, tardiness or early departure from the course. Exception **may** be made in cases of illness and emergency.
  - b. Demonstrate preparedness for the courses to ensure that safe and quality client care is provided.
  - c. Demonstrate professional appearance and presentation per the dress code described in each clinical course.
  - d. Report unethical, harmful or unprofessional behavior(s) of others.

## Clinical and Clinical Practice

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*Clinical Practice encompasses the ability to: learn basic nursing science information; demonstrate competence in the care of clients, families, and communities; provide comprehensive health assessment for clients and communities in all setting, interpret significant assessment findings; and share this information verbally and in writing*

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### Clinical Practice Experiences

Selected nursing courses use a combination of clinical practice experiences which include direct or indirect care, and laboratory simulation activities to ensure students achieve the program outcomes.

**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.

**Clinical lab and simulations** are held in specially designed simulation labs with equipment, task trainers, low-fidelity, and high-fidelity equipment.

In any clinical practice experiences, students are required to wear their University name badge, and they must identify themselves to patients, staff, and administration, as a student. Students should refer to the course/clinical syllabus for further details on dress code requirement *for each clinical course*.

Due to the compression of this program of study, make-up clinical is at the discretion of the faculty and is dependent upon resources, including clinical site and faculty.

### Unusual Incidents in the Clinical Setting

Clinical faculty have two primary obligations in the clinical settings: supervision of students and patient safety. Unusual incidents may include student injury or illness; medication administration errors; near misses; and incidents concerning patient safety. A *Near Miss* is an unplanned event that did not result in injury, illness, or damage – but had the potential to do so.

All incidents, events, irregular occurrences, and variances must be identified and reported according to the health care facility's policies and procedures. The purpose of this reporting is to give the health care facility and the health care professionals the opportunity to address the issue and prevent the occurrence of future incidents, events, irregular occurrences, and variances.

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*Nursing students must immediately report all client care issues, concern or problems to the clinical faculty.*

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If a student becomes ill or injured, the student shall be directed to treatment as necessary. The faculty will ensure that supervision of the other students is ongoing. The policy and procedures of the agency will be followed regarding reporting of the incident and treatment. Treatment may include: sending the student to the ER of the institution, sending the student to the employee health clinic, calling a cab so that a student can get to a care provider of choice, calling a code, or calling 911.

### Effective Communication in Clinical Settings

Effective communication is the ability to exchange information between individuals with the use of verbal, non-verbal, written and electronic communication strategies. Use of effective communication strategies enable students to

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facilitate professional and therapeutic relationships with peers, faculty, staff, clients, families, communities, and other health care professionals. Confirmation of effective communication involves demonstration of understanding through verbal, non-verbal, written and electronic responses by the recipient(s).

The key concepts essential for the development of effective communication include advocacy, client education, collaboration, information literacy, human interface and health literacy.

In addition to being element VI of the Baccalaureate Essentials, effective communication is also key in delivering safe patient care. Patients must be able to understand information and directions provided by the nursing student through verbal, non-verbal and written communication methods.

Demonstration of communication skills that are ineffective, inappropriate, or that recipients (faculty, staff, clients, families, and other health care professionals) consistently cannot understand through either verbal, non-verbal and/or written communication methods will be addressed by faculty who observe and/or receive reports of these concerning skills.

The student will collaborate with faculty to develop an improvement plan that will include specific goals for improvement, access to resources that will assist the student to improve communication skills and consequences if goals are not met by deadlines. If the student cannot demonstrate improvement in communication skills as presented in improvement plan, he/she may either fail a course or be dismissed from the nursing program due to patient safety concerns (**Appendix F**).

### Standards of Confidentiality

Due to the personal nature of nursing and nursing education, students are bound to strict confidentiality expectations under clinical circumstances. Confidentiality is defined as private or secret; information confined to particular persons or groups or providing privacy. Violation of the standards of confidentiality can put the School of Health Professions and the University of Providence at a significant legal risk; therefore, consequences for breaching confidentiality can include dismissal from the nursing program.

- Students are required to sign a confidentiality Agreement Acceptance of Responsibility for Access to Protected Information prior to beginning the nursing program. This is part of the nursing program health, safety, and communicable disease requirements (clinical compliance) tracking at CastleBranch® and/or My Clinical Exchange.
  - ***The confidentiality agreement, which students sign on CastleBranch® and/or My Clinical Exchange, encompasses confidentiality in clinical, simulation, post conference, and lab learning***
- All information relating to a client's health and/or personal status per the Health Information Privacy and Accountability Act (HIPAA) is confidential
- All nursing students will complete HIPAA training at application on CastleBranch® or My Clinical Exchange which is therefore prior to clinical contact with client or clinical agencies
- Students may be required to participate in orientation to clinical sites, which may include additional HIPAA training specific to that clinical site

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***Breach of Confidentiality may lead to dismissal from the Program***

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- Inclusive in the standards of confidentiality regarding HIPAA is the understanding of students not to use electronic or online communication systems to share any information relating to a client's health and/or

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personal status.

- All observations made during the performance of other participants in the Nursing Program simulation, learning and testing environments is confidential. All events, procedures, and information are confidential at all times during the simulation, learning, and testing and after it has ended, including patient history information obtained prior to the actual simulation experience, as well as information obtained and used in the pre-briefing sessions. Information about a simulation, content, learning, or testing process will not be shared with others.
- The consequences of violating the confidentiality agreement are dependent on the circumstances and severity of the violation.

### Affiliating Agencies

In all agencies where students have learning opportunities, University of Providence has an affiliation agreement which allows students and faculty to participate in appropriate aspects of care to the clients.

Students may not participate in learning experiences in facilities in which there is no affiliation agreement. Students must comply with facility-specific safety and education requirements at all times. The facility requirements will be addressed in each class by the course faculty.

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*Please take the time to thank the administrators and staff who assist with clinical learning activities.  
And remember, we are guests in these agencies.*

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### Transportation to Clinical Agencies

Students are responsible for their own transportation to and from clinical agencies throughout the region. Students should expect to travel anywhere within a 200-mile radius of the UP School of Health Professions site. Overnight stays away from home may be necessary for some clinical experiences. Students are responsible for their own lodging. When traveling as a representative of the UP School of Health Professions, students are held to expectations of professionalism as outlined in student code of conduct and this handbook.

### Varied Schedules

Students are expected to participate in clinical experiences in a variety of community agencies and at variously scheduled times. Therefore, students must arrange to accommodate an irregular academic schedule that may include evening and weekend hours.

### Health Insurance University requirements

All School of Health Professions Nursing Students are required to hold health insurance. Students must upload verification of this at application annually to CastleBranch®

### Dress Code

Appearance can impact the level of confidence that our clinical partners and clients have in us. A neat appearance and appropriate attire convey a professional attitude of excellence that has become synonymous with University of Providence School of Health Professions.

The dress code is required to ensure the safety and control of infection for both students and clients. UP School of Health Professions nursing students will adhere to an appropriately modest and professional dress code in all clinical settings. Examples of **immodest attire** include, but are not limited to, exposed midriffs, visible cleavage, and visible undergarments.

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Clinical faculty will make the final judgment on the appropriateness of student attire and of the corrective action for dress code infractions. Corrective action may include dismissal from the clinical unit and/or clinical failure for the date of that clinical.

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*Dress requirements in clinical settings may vary by Clinical Agency. Always verify dress code mandates with the faculty responsible for each clinical site prior to making any agency and/or client contact*

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### ***University of Providence School of Health Professions Nursing Student Lab/Clinical Dress Code***

- 1) Appropriate identification (name/picture badges) will be worn at all times
- 2) Clinical uniforms are appropriate for most clinical settings
- 3) A white lab coat may be required for clinical preparation – students should check with clinical faculty if needed
- 4) Only clean, closed-toe shoes, either leather or athletic, will be worn
- 5) Denim jeans, sweatshirts/pants, shorts and t-shirts are not acceptable attire in any setting where students are representing the University of Providence
- 6) Hair will be of natural color, clean, neat, and worn off the collar in a contained manner so it will not fall forward into one's face during lab and clinical. If hair is longer than shoulder length it must be pulled back off the face
- 7) Beards and moustaches must be neatly trimmed and/or cleanly shaven
- 8) Fingernails will be short and clean, cut or filed so that the nail does not extend beyond the fingertip
- 9) No nail polish and no artificial nails or tips are allowed
- 10) No jewelry will be worn that could potentially injure a client or the student or compromise safety
- 11) Only two small non-dangling, post earrings are acceptable
- 12) Only one earring in each ear
- 13) No other piercings on the face will be displayed
- 14) No visible body piercings will be displayed
- 15) All visible tattoos must be covered
- 16) Chewing gum is not permitted in Nursing Lab/Clinical settings
- 17) No perfumes, colognes, or after shaves worn due to allergies
- 18) Because tobacco can trigger asthma and allergic reactions, students shall not use tobacco, including e-cigarettes, while in a clinical/lab assignment
  - Students who smell of tobacco will be asked to leave the clinical assignment; this may result in a clinical failure for the day
- 19) Students must be hygienically clean; without offensive body odors
  - Students with body odor issues will be advised and required to address the concern
- 20) Students with specific religious or cultural concerns which would impact the dress code requirements must address their concerns to their clinical faculty, in writing, prior to client contact.

### **Current Compliance with Health, Safety, and Immunizations**

Students are required to utilize CastleBranch® and/or My Clinical Exchange at application and while in the program for health and safety documentation.

#### **Any changes in status must be updated while in the program including:**

- Criminal charges which have occurred since application
- Lapse in any required immunization or health verification
  - Example TB test
  - Hep B series continuation
- CPR certification
- Health Insurance

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Failure to maintain currency in health, safety and immunization status may result in dismissal from the program.

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## APPENDIX A: Course Descriptions

### SEMESTER 1: 18 CREDITS (14 DIDACTIC ONLINE AND 4 ONSITE CLINICAL CREDITS)

#### First 8 Week Block of Semester 1:

#### **NRS PL 313 Nursing Practice Fundamentals: (2 didactic credit, 2 clinical credits) Course Description:**

The Nursing Practice Fundamentals course provides an overview of concepts basic to the nursing profession such as clinical reasoning to include the nursing process, health assessment, vital signs, medical; terminology, basic nursing skills, and beginning medication and dosage calculations. Lab and clinical experiences support the course objectives and student learning outcomes.

By the end of this course, the student will be able to:

1. Demonstrate beginning competency in application of the nursing process
2. Collect accurate bio-psycho-social-spiritual-cultural patient data
3. Integrate knowledge of normal health parameters to identify healthcare needs
4. Implement actions to basic to nursing care: Maintaining asepsis, measuring vital signs, health assessment, patient safety, basic medication administration, and dosage calculations.

#### **NRS PL 370 Introduction to Professional Nursing: (1 didactic credit) Course Description:**

##### **Student Learning Outcomes**

By the end of this course, the students will be able to:

1. Evaluate regulatory requirements for professional nursing licensure.
2. Explore the importance of personal and professional accountability and lifelong learning in the delivery of quality patient care.
3. Identify the roles and responsibilities of other healthcare professionals.
4. Explore the historical development of the nursing profession
5. Communication core distribution outcome: 2.4 deliver effective oral presentations designed to inform or persuade

#### **NRS PL 376 Pathophysiology and Pharmacology Concepts I (3 didactic credits) Course Description:**

This course provides an introduction into two related topics: concepts of physiological alteration in body structures / functions, and the principles of safe drug treatment. Building on knowledge of normal human physiology, students develop an understanding of deviations from the norm which threaten homeostasis, including generalized responses and those specific to individual body systems and disease states. Introductory content on the role of genetics / genomics in pathogenesis and treatment of disease is provided. Students will learn pharmacological principles such as pharmacokinetics, pharmacodynamics, drug metabolism, and dose-response relationships to develop a sound basis for pharmacologic interventions across the lifespan. The role of the nurse in safe and effective medication administration is emphasized.

By the end of this course, the student will be able to:

1. Recognize general physiologic and human response to alterations in wellness, including stress, inflammation, and healing.
2. Explain the alterations in structure and function which occur with specific pathophysiological disorders including the relationship of alterations to signs and symptoms\*.
3. Apply principles of pharmacokinetics, pharmacodynamics, drug metabolism, and dose-response relationships for safe medication administration for clients across the lifespan.
4. Identify the rights of clients as well as legal and ethical responsibilities of the nurse when medications are administered.
5. Understand the role of genetics and genomics in development of disease, response to disease, and choice of treatment.
6. Discuss the relationship of ethnicity, socio-cultural practices, and values to disease / wellness and healing across the lifespan.
7. Analyze the indications, actions, side effects, and contraindications of major drug classifications, utilizing

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exemplars to identify required observations, specific monitoring required and nursing actions indicated for each major classification of drugs related to the disorders and drug classifications noted above\*\*.

8. Recognize the nursing role within the healthcare team to safely administer medications and to prevent and manage potential adverse drug reactions, drug-drug, drug-food, and drug-disease (concomitant disease) interactions.
9. Foster patient self-management and understanding of diseases and drug therapy through skilled communication in lay and professional language.

Topics include:

\*Disorders related to fluid and electrolyte balance, the peripheral nervous system, cardiac & hemodynamics, respiratory system, disorders of hematology, immunology and disorders causing pain.

\*\*Medication exemplars and classifications as follows: Anti-inflammatories, opioids, cholinergics, adrenergics, medications related to prevention of cardiovascular disease, anti-hypertensives, medications for angina, acute myocardial infarction, heart failure and dysrhythmia, drugs for asthma, COPD, and cough, drugs for disorders of the immune system, vaccines, anemia, hemophilia, the anticoagulant drugs.

### **Second 8 Week Block of Semester 1:**

#### **NRS PL 372 Nursing Concepts I (2 didactic credit, 2 clinical credits) Course Description:**

This course introduces the student to basic adult health management. A framework to support clinical reasoning and clinical judgment in client care will provide the student with the foundation to safely practice professional nursing. The student will learn basic skills needed to begin caring for clients in a variety of clinical settings. Selected nursing practice competencies will be developed and demonstrated in simulated laboratory settings and in direct client care under the supervision of UP faculty. Concepts related to this course include Clinical Reasoning (documentation-EMR/Nurses Notes, laboratory interpretation, medication administration of intravenous fluids), inflammation, fluid balance, acid/base, thermoregulation, oxygenation and perfusion, sensory function, metabolism).

By the end of this course, the student will be able to:

1. Develop a plan of patient care using the steps of the nursing process in a variety of medical-surgical disorders.
2. Evaluate delivery of nursing care provided during laboratory or in direct patient care.
3. Demonstrate the ability to competently implement basic nursing care.
4. Demonstrate competence in patient and inter-professional communication in the healthcare environment.
5. Use approved medical terminology in the laboratory and clinical setting.
6. Identify how nursing care practices improve patient safety.

#### **NRS PL 412 Nursing Ethics and Spirituality: (3 didactic credits) Course Description:**

This course introduces students to leading ethical theories, including Utilitarian, Kantian, and Virtue, which underpin the *ANA Code of Ethics* and inform moral judgment, decision-making, and advocacy. Students will explore how a *Caritas approach, reflecting on one's own spirituality and connection to others*, is related to: caring; compassionate service to others and humanity; and discernment of and response to suffering and death. Students will have the opportunity to apply ethical frameworks to their personal values, healthcare scenarios, and decision-making. Students will engage in a collaborative presentation designed to inform others about aspects of patient and family cultural preferences from the lens of the Code of Ethics Provision 1: *The nurse practices with compassion and respect for the inherent dignity, worth, and personal attributes of every person, without prejudice.*

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### Course Outcomes:

SLO1. Distinguish between Utilitarian, Kantian, and Virtue law ethical theories.

SLO2. Apply Utilitarian, Kantian, and Virtue ethical theories in discussion and resolution of ethical dilemmas

SLO3. Examine one's personal spirituality and relationship with a higher power.

SLO4. Explain how spirituality and ethics impact nursing through an examination of clinical ethical issues such as palliative care and end of life care.

SLO5. Discuss appropriate strategies to support health and healing with consideration of patients' social determinants of health, cultural and ethnic influences, and psychosocial/spiritual beliefs.

SLO6. Apply principles of an ethical decision making framework to biomedical case studies.

SLO7. Explore the ethical issues related to transcultural nursing care by delivering an effective oral presentation designed to inform the listener on considerations for planning, implementing, and evaluating care for a specific population related to their cultural preferences. To meet Core learning objective 2.4 deliver effective oral presentations designed to inform or persuade

### **NRS PL 378 Pathophysiology and Pharmacology Concepts II (3 didactic credits) Course Description:**

This course continues and builds upon Pathophysiology and Pharmacology Part 1, to further advance students' understanding of disease states and human response to alterations in wellness. Students will continue exploration of drug use for disease prevention, symptom modification and treatment of disease states. Understanding of the nurses' role within the healthcare team will foster skills in safe and effective care, including administration of medications. Best practices for educating individuals and groups about diseases and medications will be explored and ethical, patient-centered care will be emphasized. Students will develop appreciation for the needed lifelong learning in dynamic fields of pathophysiology and pharmacology.

By the end of the course, the student will be able to:

1. Explain the alterations in structure and function which occur with specific pathophysiological disorders including the relationship of alterations to signs and symptoms.\*
2. Analyze the indications, actions, side effects, and contraindications of major drug classes utilized across the lifespan.
3. Utilize exemplars from major drug classifications to identify required observations, specific monitoring required and nursing actions indicated for the disorders and major classification of drugs noted above.\*\*
4. Apply principles of pharmacokinetics, pharmacodynamics, drug metabolism, and dose-response relationships to safe medication administration for clients across the lifespan.
5. Utilize foundations of a liberal arts education including advanced communication skills to provide patient - centered, evidence - based education for clients regarding disease processes and appropriate use of medications.
6. Differentiate the role of the basic professional nurse within the healthcare team in regard to providing for the pharmacologic needs of clients, including autonomous vs interdependent functions.
7. Develop skills of lifelong learning in regard to dynamically evolving knowledge of diseases and drug treatment.
8. Apply health promotion/disease prevention concepts for community-based populations, recognizing the relationship among age, risk factors, development, the environment and culture.

Part II Includes:

\*Infectious diseases, disorders of the gastrointestinal system, renal and urologic systems, reproductive and endocrine systems, the musculoskeletal and integumentary systems, disorders of the sensory organs, diseases affecting the central nervous system, psychiatric and behavioral disorders, and cancer.

\*\*Medication exemplars and classifications as follows:

Anti - infective drugs, medications related to the gastrointestinal and renal systems, medications for endocrine disorders including diabetes, hormones and drug treatment for infertility and contraception, drugs commonly used on the skin, medications specific to sensory organ dysfunction, drugs for treatment of the musculoskeletal system, medications related to the central nervous system and for treatment of psychiatric disorders. A basic introduction to

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chemotherapeutic agents is provided.

### **SEMESTER 2: 18 CREDITS (14 DIDACTIC ONLINE AND 4 ONSITE CLINICAL CREDITS)**

#### **First 8 Week Block of Semester 2:**

#### **NRS PL 410 Evidence Based Nursing Practice: (3 didactic credits) Course Description:**

This course is an introduction to the role of nursing theory, research, and quality improvement in the provision of holistic nursing care. An overview of selected nursing theorists will demonstrate the relationship between scientific inquiry and development of nursing knowledge. Students will become familiar with the language of research, gain competency in database query and learn to assess the credibility of scientific studies. Ethical considerations and the importance of scientific integrity are integrated throughout the course as students learn sound methods to answer questions related to nursing practice. The focus is on critical evaluation and application of scientific evidence to provide the highest quality of patient centered care to individuals, families and communities.

By the end of this course, the student will be able to:

11. Demonstrate familiarity with selected nursing theorists in the emergence of knowledge specific to nursing practice.
12. Describe the fundamental concepts and structure of nursing research, including ethical ramifications.
13. Recognize the interrelationships among nursing theory, clinical expertise, research, quality improvement and evidence-based practice.
14. Locate, retrieve and critically appraise scientific evidence relevant to health and health care.
15. Apply the evidence – based process to improve the quality and safety of care.
16. Work within the healthcare team to apply findings of research to clinical and organizational situations.
17. Recognize needed considerations in providing evidence-based care for clients of diverse backgrounds and across the lifespan.
18. Demonstrate increasing proficiency with scholarly writing within the discipline of nursing.

#### **NRS PL 422 Quality and Safety in Nursing Leadership (2 didactic credits) Course Description:**

This course prepares the nurse to lead and manage care of patients in the context of constant and complex change. Understanding of management and leadership theory supports exploration of personal attributes and essential expertise for nurse manager and leader success. Major themes throughout the course include change and change theory, group-based communication, conflict management, patient safety, and nurse sensitive outcomes of care for patients. This course prepares nurses for effective utilization of healthcare informatics systems for patient care.

By the end of the course, the student will be able to:

19. Compare classic and prevailing theories that support effective management and leadership within an organization.
20. Apply change theory in all aspects of nursing management and leadership.
21. Analyze effective group leadership, communication, and conflict resolution techniques.
22. Demonstrate effective principles of quality improvement and cost effectiveness to improve quality of nursing care.
23. Apply concepts of quality and safety to practice settings.
24. Apply research, information systems, and informatics concepts in the management of clinical information.
25. Utilize basic informatics and research concepts to evaluate outcomes of clinical practice.
26. Describe roles of other healthcare disciplines and contribute the unique nursing perspective to inter-professional teams to optimize patient outcomes.
27. Participate in quality and/or patient safety initiatives.

#### **NRS PL 430 Clinical Concepts I (3 clinical credits) Course Description:**

This course is designed to promote continued exposure to nursing skills required to provide safe, effective patient care across the life-span. Students will practice focused assessments that include physical, behavioral, psychological,

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spiritual, socioeconomic, and environmental dimensions. Common diagnostic testing procedures are included with emphasis on expected and unexpected outcomes. Alterations in health related to surgical interventions is included in this course. Skills included in this course are gastrointestinal intubation, delivery of parenteral and enteral nutrition, central venous access management, administration of blood and blood products, burn management, basic ECG interpretation, basic airway management, and infection prevention. Laboratory values and diagnostic testing is included. Therapeutic communication techniques specific to unique populations are addressed in this course.

By the end of the course, the student will be able to:

1. Demonstrate nursing skills at the level of advanced beginner in a simulated setting.
2. Relate relevant patient healthcare data to expected treatment outcomes.
3. Recognize cardinal signs and symptoms of impending health crises.
4. Maintain required sterility when implementing aseptic nursing interventions.
5. Communicate therapeutically with a diverse patient population.
6. Identify potential risk factors of nursing interventions.

### **Second 8 Week Block of Semester 2:**

#### **NRS PL 374 Nursing Concepts II (3 didactic credits) Course Description:**

This course builds upon fundamental nursing concepts learned in the first semester. This course prepares the nurse for delivering wellness care to childbearing families, children across the healthcare continuum, and addressing patients with mental health needs. It incorporates essential concepts including family dynamics, human development, reproduction, mood and affect, addiction, cognition, fatigue, self-concept, sexuality, stress and coping, and grief and loss.

By the end of the course, the student will be able to:

1. Utilize knowledge of principles of growth and development, and knowledge of expected transitions in the provision of care of pediatric patients from infancy through adolescence.
2. Develop a plan of care using the nursing process in specialty populations: pediatrics, child-bearing, mental health.
3. Explain concepts of care related to family dynamics
4. Determine appropriate patient teaching that reflects developmental stage, age, culture, patient preferences, and health literacy.
5. Identify current trends and health protocols that are designed to meet the health promotion, health maintenance, and the bio/psycho/social/cultural/spiritual, needs of the pediatric patient, childbearing family, and the patient with mental health needs.
6. Explain legal, ethical, and cultural issues related to the pediatric patient, childbearing family, and the patient with mental health needs.

#### **NRS PL 414 Population Health (3 didactic credits) Course Description:**

This course prepares the nurse for designing, delivering, and evaluating care for groups, communities, and populations. The course incorporates essential concepts of epidemiology, surveillance, and disaster management from public health. Key aspects of public health care finance are introduced. Central to the course are the themes of social justice, human rights, resource management, and cultural aspects of health and illness.

By the end of the course, the student will be able to:

1. Integrate aspects of culture, ethics, spirituality, and resource management in determining best strategies for improving the health status of communities.
2. Discuss key aspects of organization and administration, including finance, of community based health care services.
3. Explain the purpose/role of official public health agencies: World Health Organization, national, State, County, and Tribal. Examine legislative and regulatory processes relevant to the provision of healthcare in the community.
4. Plan and evaluate evidence based nursing care to communities and populations with attention to the impact

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- of legal, economic, sociocultural, and political factors influencing healthcare delivery and practice.
5. Identify at-risk/vulnerable populations in need of public health services and evaluate the impact of social policies on health care.
  6. Apply public health concepts in any nursing specialty or practice setting with attention to effectiveness, efficiency, cost-effectiveness, and equity.
  7. Identify the nurse's role in emergency and disaster care.
  8. Incorporate the Healthy People 2020 Objectives into the delivery of care to a community or an aggregate.

### **NRS PL 421 Advanced Issues in Nursing Leadership (3 didactic credits, 1 clinical credit) Course Description:**

This course builds on the previous course of *Organizational Leadership in Quality and Safety* by examining strategic and administrative aspects of health care delivery in complex organizations. Students are given the opportunity to explore the concepts of leading change, the behavior and culture of organizations and the impact of nursing leadership on the creation of policy which leads to a caring environment in the health care delivery system. The nurse is prepared to enact the leader role in interdisciplinary systems, with emphasis on ethical behavior. Major course themes include the influence or contemporary trends and issues on nursing leadership, the nurse leader's role in improving quality and outcomes, and the leader's approach to economic factors such as budgeting. The nurse applies course content at an administrative level in a complex healthcare delivery setting.

By the end of the course, the student will be able to:

1. Identify the contributions that nursing leaders can make in assisting health care organizations to strategically plan for the future
2. Contrast various leadership styles to evaluate a nurse leader's abilities to promote change and advocate for high quality and safe patient care through communication, negotiation, and collaboration.
3. Appraise ethical and legal considerations pertaining to nursing leadership through the lens of quality and evidence-based nursing practice.
4. Analyze strategies for organizational and fiscal planning that support positive outcomes through strategic planning, resource management, and clinical outcomes management and improvement.
5. Apply leadership knowledge, competencies and values in a professional project that demonstrates advanced nursing leadership in action.

### **SEMESTER 3: 18 CREDITS (7 DIDACTIC ONLINE AND 11 ONSITE CLINICAL CREDITS)**

#### **First 8 Week Block of Semester 3:**

### **NRS PL 440 Clinical Concepts II (4 clinical credits) Course Description:**

This clinical course expands on the concepts of care for patients across the lifespan experiencing acute and chronic alterations in health. Clinical experiences will include care of the pediatric patient, childbearing woman, and patient with acute and chronic mental health diagnoses. Mental health issues (including acute psychiatric disorders) across the lifespan are addressed. Development of professional role, ethical decision making, health maintenance and patient education is demonstrated through clinical experiences.

By the end of the course, the student will be able to:

1. Implement plans of care for commonly occurring health issues in the pediatric patient, childbearing family, and patients with mental health disorders.
2. Communicate effectively with the pediatric patient, childbearing families, and patients with mental health disorders.
3. Integrate holistic, evidence-based principles in making clinical decisions for the pediatric patient, childbearing family, and patients with mental health disorders.
4. Analyze legal and ethical concerns in the provision of nursing care to the pediatric patient, childbearing family, and patients with mental health disorders.
5. Recommend resources to promote optimum levels of health for the pediatric patient and family, and patients with mental health disorders.
6. Collaborate with the health care team to promote optimal levels of health care for the pediatric patient, childbearing family, and patients with mental health disorders.

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### **NRS PL 474 Nursing Concepts III (3 didactic credits) Course Description:**

This course builds on Semester 1 and 2 coursework. The focuses on Evidence Based Nursing care of complex patients with chronic health conditions and multiple health needs in urgent, emergent, critical care and palliative care across the adult lifespan. Students will explore and evaluate interdisciplinary interventions, supported by evidence-based practice, which are implemented to assist the client toward homeostasis, including hemodynamic monitoring, care of the ventilated client, patient advocacy, and delegation.

1. Apply concepts of cultural awareness, cultural sensitivity; spiritual values and beliefs about serious illness and death to the care of patients with multisystem disruptions, including: systemic inflammatory response syndrome (SIRS); sepsis and severe sepsis; and multi-organ dysfunction syndrome (MODs).
2. Synthesize previously learned knowledge about pain, sleep, and delirium for competent nursing care of clients in urgent, and palliative settings.
3. Explore, through case studies and discussion, how to educate and communicate effectively and compassionately with the patient, family, & health care team about chronic and palliative care issues impacting clients across the lifespan.
4. Synthesize previous and new knowledge for appropriate assessment, planning, and nursing interventions, based on evidence and guidelines, for clients in emergent, urgent, critical, and palliative care with problems of: oxygenation—including perfusion and transport; hemodynamic instability; endocrine and regulatory mechanisms; neurologic system functioning; absorption and elimination.
5. Describe nursing management and pharmaco-therapeutic interventions, including blood products and oxygen, for clients with oxygenation, perfusion, and oxygen transport problems in emergent, urgent, critical, and palliative care settings.
6. Implement patient and family care around resolution of end of life and palliative care issues, such as symptom management, support of rituals, and respect for patient and family preferences.

### **NRS PL 425 Health Promotion in Nursing (2 didactic credits) Course Description:**

This course prepares the nurse to evaluate the impact of health promotion and chronic illness on the patient, family, and community. It emphasizes essential aspects of care of illnesses within the family and community focusing on primary, secondary, and tertiary care. This course emphasizes the health and development issues found across the lifespan. This course focuses on health promotion, education, illness prevention and cultural care of the individual, family and community.

By the end of the course, the student will be able to:

28. Participate in the political process to ensure public health.
29. Explore nursing care practices based on pathophysiologic changes, pharmacologic responses, and behavioral change techniques emphasizing chronic illness and health promotion.
30. Discuss nursing care practices in the community based on health changes emphasizing chronic illness and health promotion.
31. Identify best practices to guide health teaching, counseling, screening, and outreach.
32. Describe the roles of other disciplines in the delivery of community health services, collaborate with healthcare team members to develop a health promotion plan for a patient population.
33. Identify community resources/agencies instrumental in the delivery of health services.
34. Summarize basic lifespan and aging-related considerations in nursing care design and delivery.
35. Integrate physical, psychosocial, cultural and developmental patient characteristics in the analysis of disease (High risk behaviors).

### **Second 8 Week Block of Semester 3:**

#### **NRS PL 417 Global Perspectives in Healthcare (2 didactic credits) Course Description:**

The development of a global perspective on healthcare is the focus of this course. Students will explore the social determinants of health including local, national, and international trends. Frameworks that emphasize ethical, economic, and social justice concerns are introduced. Students explore global healthcare topics to identify barriers to

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healthcare access, and integrate the historical, social, political, and economic forces that impact healthcare.

By the end of the course, the student will be able to:

36. Describe current healthcare systems with emphases in local, national, and global arenas and how these systems impact nursing practice.
37. Describe nursing roles and management functions in finance and healthcare reimbursement.
38. Discuss appropriate strategies to support healthcare access for vulnerable populations including the topics of access, equity, affordability, and social justice.
39. Analyze the effects of access to healthcare on patient outcomes and explore alternative solutions.
40. Compare the healthcare delivery system in the United States with the healthcare delivery system of a different country and demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the health care systems.

### **NRS PL 450 Transition to Nursing Practice (6 clinical credits) Course Description:**

Transition to Nursing Practice is designed to provide comprehensive learning opportunities. This clinical immersion course uses advanced simulation and direct care experiences, which promote integration of baccalaureate learning outcomes, to prepare the graduate for professional nursing practice

By the end of the course, the student will be able to:

1. Demonstrate knowledge, skills and attitudes from liberal arts and sciences into a specific organization with a defined patient population and clinical setting. (Essential I)
2. Apply the concepts of organizational and systems leadership in achieving safe, high quality patient care outcomes. (Essential II)
3. Analyze and apply the use of evidenced based practice. (Essential III)
4. Incorporate healthcare technologies and information systems into practice to provide patient care. (Essential IV)
5. Apply an understanding of financial and regulatory healthcare policies that improve healthcare delivery and patient outcomes. (Essential V)
6. Collaborate and communicate effectively with healthcare professionals, clients, and families. (Essential VI)
7. Integrate culturally appropriate principles and strategies into the promotion of health and disease prevention. (Essential VII)
8. Demonstrate consistent application of the core values of the discipline of nursing and the professional standards of moral, ethical, and legal conduct. (Essential VIII)
9. Incorporate the knowledge, skills, and attitudes expected of a baccalaureate prepared nurse by providing culturally sensitive professional nursing care within an interprofessional team. (Essential IX)

### **NRS PL 495 Senior Seminar (1 clinical credit) Course Description:**

The purpose of this course is to prepare the graduating student to transition to the profession of nursing with a focus on career development in a competitive, complex, healthcare environment. The student will have the opportunity to engage in quality improvement initiatives to support optimum patient care outcomes demonstrating the use of evidence-based practice. Students will engage in preparing a professional resume and reflect on prior learning to demonstrate a personal and professional commitment to lifelong learning. Students will apply prior course work in preparation for the national licensure examination.

By the end of the course, the student will be able to:

1. Synthesize curriculum content through reflective practice and growth statement completion.
2. Encourage lifelong learning through active engagement in a professional nursing organization.
3. Collaborate with peers in the collection, documentation, and dissemination of evidence to initiate a plan of care related to a continuous quality improvement need
4. Demonstrate readiness for nursing licensure by meeting the benchmark on the ATI comprehensive examination following completion of the NCLEX review and preparation course.
5. Create a professional nursing resume that highlights to student's attributes, skills, and professional

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experiences to meet the current needs today's patients seeking healthcare

### APPENDIX B: Technical Standards for Admission, Academic Progression, and Graduation

#### Technical Standards

If you have questions or concerns about your ability to meet the technical standards with or without accommodations, or if you would like to arrange reasonable accommodations, you should contact Disability Services.

Applicants who disclose a disability are considered for admission if they are otherwise qualified so long as such accommodation does not significantly alter the essential requirements of the curriculum and the educational program, or significantly affect the safety of patient care or others.

To successfully complete the Nursing Program, students must demonstrate their competency in carrying out tasks necessary for safe and effective practice in the field, including:

#### Observation/Sensory-Motor

- Accurately identify and assess heart, breath, abdominal, and other sounds of the human body
- Accurately assess normal and abnormal color changes in the skin and observe pupil changes
- Accurately differentiate colors and recognize patient odors
- Detect and respond appropriately to activation/warning signals on equipment) including auditory and visual signals)
- Detect significant environmental odors
- Distinguish fine print on various medication labels
- Observe and assess conditions of a patient accurately, at a distance and close at hand, and observe non-verbal communication when performing nursing assessments and interventions or administering medications
- Observe and participate in all demonstrations and experiments in the basic sciences including computer assisted instruction
- Observe digital or waveform readings
- Perceive signs of disease and/or infection as manifested through physical examination including visual images of the body surfaces, palpable changes in various organs and tissues, and auditory information (patient voice, heart sounds, bowel and lung sounds)
- Read gradients/calibrations on a syringe

#### Communication

- Accurately document treatment information
- Communicate accurately and effectively in English with other students, faculty, staff, patients, families and other professionals in a culturally sensitive manner
- Communicate effectively in classroom presentations, seminars, simulation, practicum sites, practicum conferences, and online-formats
- Convey or exchange accurate information in a clear and efficient manner to obtain a health history, identify problems presented, and explain alternative solutions
- Effectively communicate with and respond appropriately to other healthcare professionals' questions, requests, and directions in classroom, lab and clinical settings
- Process and communicate information on the patient's status including changes in mood, activity and posture and non-verbal communications with accuracy in a timely manner to members of the health care team

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## **Psychomotor**

- Adjust and operate diagnostic or therapeutic devices by manipulating knobs, dials, and keyboards
- Answer patient call lights or intercom system to determine patient needs
- Assemble medical equipment and supplies
- Conduct laboratory and diagnostic tests and carry out physical assessments
- Coordinate fine and gross muscular movements to treat patients in emergency situations
- Engage in patient care delivery in all settings and deliver care to all patient populations including but not limited to children, adolescents, adults, individuals with disabilities, medically compromised patients and vulnerable adults
- Execute physical movements required to provide general care and treatment to all patients in all health care settings
- Move and position heavy and/or large equipment and patients
- Operate equipment typically found in the health care environment including IV pumps, cardiac monitors, and electric and manual blood pressure equipment, safe handling equipment
- Perform basic life support, ventilation/compression (including CPR and AED), and other basic life support functions
- Perform inspection, palpation, auscultation, percussion, and other diagnostic maneuvers
- Provide holistic nursing care and perform or assist with procedures, treatments, and medication administration
- Respond to emergencies precisely, consistently, accurately, and quickly
- Safely assist a patient in moving from one place or another
- Transfer patients from bed to chair, bed to stretcher, chair to bed as needed
- Transport patients in wheelchairs as necessary
- Turn/reposition bedfast patient

## **Intellectual-Conceptual, Integrative, and Quantitative**

- Accurately perform mathematical calculations and calculate medication dosages & IV rates from instructions given
- Analyze, collect, and synthesize data to reach diagnostic and therapeutic judgments and to develop an appropriate plan of care
- Demonstrate factual, conceptual, procedural, and metacognitive knowledge
- Effectively perform chart reviews and continuous assessment of the patient's status
- Effectively prioritize multiple tasks
- Effectively take and record doctors' orders, patient histories, and subjective/objective findings
- Exercise good judgment in patient assessment
- Maintain accurate clinical records on patient care
- Manage the demands of time constraints and frequent interruptions
- Measure, calculate, reason, analyze, integrate, synthesize and problem solve in the context of the level and the focus of their curricular program
- Perform data entry tasks using available technology
- Perform universal precautions against contamination

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- Provide all aspects of patient care including medication administration and treatments according to nursing unit guidelines
- Provide clear expression of personal ideas and feelings, demonstrations of bidirectional feedback, and sensitivity to persons with ideas and experiences that different from their own
- Provide in-depth rationale for plan of care
- Use and interpret information from assessment techniques/maneuvers such as those involved in assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc.
- Use and interpret information related to physiologic phenomena generated from diagnostic tools (sphygmomanometer, otoscope, ophthalmoscope) during a comprehensive examination of a patient

### **Behavioral and Social Attributes**

- Abide by the professional standards of practice defined by the discipline
- Demonstrate compassion, sensitivity, and concern for others
- Demonstrate understanding and adherence to professional standards of nursing
- Function effectively under physically taxing workloads including in times of physical and mental stress
- Function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways
- Maintain appropriate professional decorum in high stress situations and when exposed to unusual sights and smells
- Maintain confidentiality with regard to all phases of work

**I understand that I will be expected to demonstrate competency in the technical standards stated above in order to successfully complete the program.**

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

**DATE:** \_\_\_\_\_

### APPENDIX C: Immunizations and Health Verifications Check List

It is recommended applicants to the program prepare for the clinical compliance requirements for immunizations by visiting their provider in advance of applying. The following documentation will be required by CastleBranch®. Applicants may scan these items for upload to their account, once they are ready to apply. Because requirements for immunizations vary, applicants should bring this list to their provider to avoid any misunderstanding of what the UP BSN program requires.

#### A. Tuberculosis Skin Test

- Evidence of an **initial negative two-step TB** skin test upon submitting your application for placement.
- Students with a **positive skin test** are required to provide written clearance from their health care provider to provide patient care and may be required to provide evidence of a chest X-ray or medical treatment before the university will release a registration hold.

#### B. Measles, Mumps, Rubella (MMR)

- **Measles** -Two doses of measles-containing vaccine (Measles; Measles-Rubella; or Measles Mumps-Rubella) **OR** -a positive IgG antibody titer, regardless of birthdate
- **Mumps**- Two doses of mumps-containing vaccine (regardless of birthdate) **OR** - a positive IgG titer
- **Rubella (GERMAN MEASLES)**: One dose of rubella-containing vaccine **OR** a positive IgG titer

Two doses of MMR or a combination of vaccines as described above: All doses must be after one year of age and at least a month apart; Measles or M/R dates must be 1968 or later; MMR must be 1971 or later; Mumps alone must be 1980 or later; Vaccines must be live virus given without immune globulin.

**OR**

- Lab reports showing positive IgG antibody titer results for measles, mumps, and rubella  
(NOTE: IgM titers are NOT acceptable)

#### C. Hepatitis B

Three appropriately-spaced vaccine doses and a positive quantitative Hepatitis B surface antibody titer meets the requirement. **The lab report must include reference ranges for quantitative results; the standard for a positive titer is 10 mIU/mL or higher.**

- Three or more documented doses of vaccine and a positive HBSAB-QN/CONC/Index titer

**OR**

- Hep B series in process: documentation of each dose submitted as received, titer 4-6 weeks after last dose

**TIPS: Meeting the Hepatitis B Requirement**

- If more than 2 years have elapsed since vaccine was given, we recommend a dose to boost antibodies to a detectable level
- Then, draw the QN HBsAb 4-6 weeks later
- If negative, antigen (HBsAg) testing (for prior exposure or “carrier” status) may be indicated
- If the HBsAg is negative, complete the 2nd series
- Then, recheck the HBsAb titer 4-6 weeks later
- CDC recommendations/rationale for boost and re-titer of health professionals is at:

<http://www.immunize.org/catg.d/p2109.pdf>

- For past/resolved hepatitis B infection:** Submit lab reports for QN HBsAb, HBcAb, and HBsAg.
- For Hepatitis B carriers:** Submit lab report of positive HBsAg; download letter from CB website and submit after provider completes.
- For Hepatitis B non-responders:** Submit documentation of two 3-dose vaccine series; lab report(s) showing negative HBsAg and appropriately timed negative HBsAb;

**D. Varicella**

Students are required to provide documentation of adequate immunity through a positive varicella titer upon submission of their placement application. **History of disease is not accepted. Only vaccine or titer.**

- Two doses of varicella vaccine, no earlier than 1995. Dates prior to 3/95 will be rejected

**OR**

- Positive varicella IgG antibody titer lab report

**E. Tetanus-Diphtheria-Pertussis**

One dose of Tdap. If given more than 10 years ago, a current dose of Td-containing vaccine. Titers are not accepted in lieu of Td/Tdap vaccine.

- Documentation of Tdap vaccine since 2005 (when vaccine became available) **AND**
- Td OR Tdap in past 10 years, **not expiring during school year.**  
(May be same as above.)

**F. Influenza Vaccine**

Seasonal influenza vaccine documentation is submitted between August and October each year. The vaccine is required.

**Waivers:** Waivers are permitted *only for medical contraindication*. The waiver must include the health provider’s name. This waiver should be uploaded to CastleBranch® *Egg allergy is no longer a contraindication; egg-free vaccine is available.*

APPENDIX D: Waiver for Immunization Form

# SCHOOL OF HEALTH PROFESSIONS

## Immunization Waiver Form

I, the undersigned Student: Click or tap here to enter text. understand that obtaining the vaccine prior to entry into a clinical nursing course is a mandatory requirement of University of Providence School of Health Professions and/or the healthcare institution at which the clinical experience will be held, and such immunization cannot be waived except by petition by me to The School of Health Professions.

I am providing supporting documentation to support my request for a waiver for the above stated vaccine based on the following circumstances (**Student Initials** where indicated by a box):

- By not receiving this vaccine at this time, I understand I may be at risk of contracting a serious disease, illness or condition and that I may be exposed to blood or other potentially infectious materials in my nursing clinicals, increasing my risk of acquiring a serious disease, illness or condition.
  
- I also understand that even if I am granted a waiver for the immunization, the healthcare facility at which the clinical experience is to be held **may, at its discretion, determine to not allow me access** to patient care settings in their facility.
  
- I understand that in such event, University of Providence School of Health Professions need not and may not be able to provide substitute clinical learning opportunities at a healthcare facility which will allow my entrance without the immunization. This may have a negative impact on my course outcomes, as well as my progression in the nursing program.
  
- In return, for University of Providence School of Health Professions allowing me a waiver of the immunization as a condition of participating in the clinical portion of my nursing studies, I hereby waive, release and disclaim any claim or cause of action against University of Providence School of Health Professions, its employees, agents, affiliates and the proposed clinical learning site from all loss, costs, claims and liability arising out of or related to my knowing and voluntary refusal to obtain the immunization.
  
- It is intended by me to assume the risk of any untoward consequences including without limitation; assuming the risk of contracting a disease, illness or condition, by refusing to obtain the immunization and this refusal to obtain the immunization is being done by me in a knowing and voluntary manner.

**Printed Name:** Click or tap here to enter text.

**Student ID Number:** Click or tap here to enter text.

**Student Signature:** Click or tap here to enter text.

**Date:** Click or tap here to enter text.

**Primary Care Provider:** Click or tap here to enter text.

**Date:** Click or tap here to enter text.

**APPENDIX E. Assessment Technology Institute (ATI®) Policy**

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### APPENDIX F: Student Improvement Plan

#### Nursing Program: STUDENT IMPROVEMENT PLAN

Student:	Reporting Faculty:	Incident Date(s):	Related Course(s):	<input type="checkbox"/> Clinical <input type="checkbox"/> Lab <input type="checkbox"/> Theory
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IDENTIFIED PROBLEM <i>Faculty and Student each describe incident</i>	DESIRED OUTCOME(s) <i>Faculty and Student collaborate on outcomes</i>	ACTION PLAN <i>Faculty and Student collaborate on action plan</i>
<b>Faculty's</b> description (written by faculty):		<input type="checkbox"/> Assignment/Reflection <input type="checkbox"/> Skills lab Remediation <input type="checkbox"/> Meet with Nursing Division Chair <input type="checkbox"/> ATI Remediation <input type="checkbox"/> Other(s): _____  List of specific interventions for success:
<b>Student's</b> description (written by student):		

Is further follow-up needed?  YES  NO If yes, please arrange and fill out Evaluation of Outcome box below after student improvement action plan is completed.

I understand that I am expected to develop and carry out the course Student Improvement Plan to ensure academic success.

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\_\_\_\_\_  
Student Signature/Date

\_\_\_\_\_  
Faculty Signature/Date

EVALUATION of OUTCOME (Only fill out box if "Follow-up required" checked above)

Satisfactory Performance of Action Plan item(s)

Needs further follow up. If further follow up is required, initiate new Student Improvement Plan.

\_\_\_\_\_  
Student Signature/Date

\_\_\_\_\_  
Faculty Signature/Date