



**University of Providence Accelerated BSN
Program
2023
Student Handbook**



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Table of Contents

University of Providence4
Accreditation and Affiliation4
Accelerated Bachelor of Science in Nursing Program Description4
BSN Program Outcomes.....6
BSN Courses with links to Program Outcomes7
Admission and Enrollment.....8
Academic Advisors8
University of Providence Bachelor’s Degree Requirements.....8
Required pre-requisite Courses for Application to the Accelerated BSN Program.....8
Application to University of Providence8
Application to the Baccalaureate of Science in Nursing (BSN) Program.....9
Technical Standards for Admission, Academic Progression, and Graduation 11
Application for Licensure as a Registered Nurse..... 11
Student Participation in Governance..... 12
Registration for Courses 12
Program Tuition and Fee 12
Payment Plans 12
Refunds 13
Financial Aid..... 13
Financial Aid Warning and Suspension 13
University Financial Aid Appeal Process 13
Academic Policies..... 13
BSN Grading Requirements and Grading Scale..... 13
Minimum Grade for Progression in Nursing Courses 14
Integrated Testing with ATI®..... 14
Proctored Testing 14
Professional Standards and Conduct..... 14
Clinical Conduct..... 14
University Academic Warning, Probation, and Non-Academic Appeal Process 15
Nursing Program Appeals and Reinstatement to the Nursing Program 15
Withdrawal from the Nursing Program and Scholarship Funds 15
Graduation..... 15
Use of the University Logo..... 15
Student Responsibilities..... 15
Clinical Practice Requirements 16
Professional Behavior Expectations in Class and Clinical 16
Clinical Practice Experiences 17
Unusual Incidents in the Clinical Setting 18
Effective Communication in Clinical Settings..... 18
Standards of Confidentiality..... 18
Affiliating Agencies 19
Transportation to Clinical Agencies 19
Varied Schedules 19
Mandatory Health Insurance University..... 20
Dress Code 20
Lab/Clinical Dress Code 20
Current Compliance with Health, Safety, and Immunizations..... 21
APPENDIX A: Course Descriptions 22
APPENDIX B: Technical Standards for Admission, Academic Progression, and Graduation 30
APPENDIX C: Immunizations and Health Verifications Check List 33

APPENDIX D: Waiver for Immunization Forms.....	35
APPENDIX E: Student Success Plan	42
APPENDIX F: Needlestick Exposure.....	44
APPENDIX G: Medication Error	46
APPENDIX H: ATI Remediation.....	49

University of Providence

The Bachelor of Science in Nursing (BSN) Program aligns curricular and learning activities with the Mission of the University of Providence (UP). The University continually and responsibly evaluates its operation and programs; the BSN 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 Accelerated BSN program was developed in response to an initiative of and in partnership with Providence. Academic policies and procedures of the University of Providence are in effect as program policies and procedures unless otherwise stated.

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

Accreditation and Affiliation

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.

The BSN degree program at the University of Providence is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750 Washington, DC 20001, 202-887-6791.

UP has approval to offer a Bachelor of Science in nursing (BSN) by the Montana Board of Nursing.

Accelerated Bachelor of Science in Nursing Program Description

The Accelerated BSN program is offered to individuals with a bachelor's degree in any major, who are seeking preparation in professional nursing at the baccalaureate level. Graduates of the BSN program are eligible for licensure as a registered nurse in any state in the U.S.

The Accelerated 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 and lab experiences. Clinical experience occurs in the hospital and in the community setting. Clinical may take place outside of Anchorage and Lewistown and may require personal transportation of up to 300 miles.

Once students are accepted into the 54-credit BSN major, they are expected to progress through the program in a full-time, cohort-based model in 3 consecutive semesters (12 months).

The University of Providence 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.

The Accelerated BSN Program is a 12-month intensive pre-licensure nursing program for applicants who have a previous bachelor's degree and have met the required nursing pre-requisites. The BSN degree prepares graduates for an entry-level position as a registered nurse in a variety of settings.

The 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.

In the tradition of the visionary Sisters of Providence; the University of Providence and Providence Health System 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 specialized in baccalaureate curriculum development to design a program which supports students in attainment of a BSN.

The 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 Providence: *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 Providence values of: *Compassion, Dignity, Justice, Excellence, Integrity* and with the vision of *health for a better world.*

BSN Program Themes

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

Table 1. BSN Courses with links to Program Outcomes

Course	Course Title	Link to Program Outcomes	Didactic Credits	Clinical* Credits
SEMESTER #1 1 st 8 weeks				
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	
SEMESTER #1 2 ND 8 weeks				
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	
SEMESTER #2 1 st 8 weeks				
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	
SEMESTER #2 2 nd 8 weeks				
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	
SEMESTER #3 1 ST 8 WEEKS				
NRS-PL 474	Nursing Concepts III	1, 2, 3, 4, 5, 6, 7, 8, 9	3	
NRS-PL 440	Clinical Concepts II	1,3		3
NRS-PL 425	Health Promotion in Nursing	5, 6, 7, 8	3	
SEMESTER #3 2 ND 8 WEEKS				
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.*

Admission and Enrollment

The BSN program is designed to prepare students for work within the complex and changing health-care environment. Students in the BSN 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. The Department of Nursing reserves the right to make changes in admission and progression criteria.

Academic Advisors

The program manager assists students with advising during the application period. Once students are accepted to the nursing program, they are assigned a faculty advisor who will work with them 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 faculty advisor also works with the Program Director and Associate Dean when consultation is needed.

University of Providence Bachelor's Degree Requirements

Completion of 72 college level credits, including required nursing pre-requisites.

The University Core Curriculum requirement is waived for applicants who have a previous bachelor's degree.

- For UP students, core curriculum courses need to be completed by December 15th in order to start the BSN program in January

Required pre-requisite Courses for Application to the Accelerated BSN Program

- Anatomy and Physiology with Labs (total of 8 semester credits)
- Microbiology with Lab 4 credits)
- Statistics (3 credits)
- Nutrition (3 credits)

Applicants must complete all prerequisites prior to beginning the nursing program.

Application to University of Providence

Application and admission to the University of Providence must be completed *first*

Admission to the University does not equate to acceptance to the BSN program

Applicants working with the program manager will be advised of their readiness to apply to the BSN program.

Applications for the BSN program will be **available April 1st** on the BSN page of the University of Providence website. The application is **due by June 15th**.

Application to the Baccalaureate of Science in Nursing (BSN) Program

Application and admission to the BSN program of study requires the following:

1. Submit all transcripts-- **for every college or university attended** (exception: University of Providence course work)
 - a. Initially, these may be unofficial transcripts
 - b. Once the student is ready to formally apply for placement, official transcripts are required
 - c. Failure to submit official transcripts from every college or university attended may result in the application not being processed for review
 - d. 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
 - e. The Registrar's office will assist students in the transfer equivalency approval processes
2. Completion of required pre-requisite courses by December 15th. At least two pre-requisite courses *either Microbiology or A&P* must be completed with grades available at the time of the application.
3. All of the required pre-requisite courses must be completed with a grade of C or better. Only two may be repeated more than once to earn a grade of C or better (i.e., max of 2 retakes in the pre-requisites, regardless of grade earned).
4. The calculated cumulative GPA of the **nursing pre-requisite courses** listed above **must be ≥ 2.0 at the time of application**
 - a. GPAs for all applicants will be calculated using those grades earned up to the time of application
 - b. GPA **will not be recalculated when Fall grades are available**
 - c. Fall grades will be audited to determine if all required prerequisite courses have been completed with a grade of C or better.
 - d. Statistics and Nutrition pre-requisite courses do not expire.
 - e. A&P and Microbiology expire after 10 years. Considerations on a case-to-case basis may be made for professionals working in science/healthcare field. Admission decisions are based on available resources (clinical sites and faculty) and candidate qualifications.

Admission requirements, include:

1. 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
2. Completion of pre-requisite courses by December 15th (month prior to the start of the program)
3. A background check is required of all applicants at the time of application (This is completed through an outside vendor; CastleBranch)
4. Other applicant criteria include a) relevant health care experience, b) Providence Health employee or dependent status, c) local community member in Lewistown, MT, or Anchorage, AK, d) diversity, including cross cultural experiences that may contribute to a diverse nursing workforce, and e) outcomes from interviewing qualified applicants.

All application decisions are provisional and pending final confirmation of completion of the required nursing pre-requisite courses, final GPA, and completion of all 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 in the cohort model as it is offered. The BSN courses are offered sequentially; therefore, students must pass each course in sequence or withdraw if they are failing a course. If a student is unable to progress with the original cohort, they may apply for re-admission to a future cohort. If in good standing, and if space is available, the student may be readmitted, but this is not guaranteed

Admission Timeline:

- **Apply** between **April 1st -June 15th**: Official transcripts must be submitted for any courses completed at the time of University Application. Application deadline: **June 15th**
- **Complete** the background check in CastleBranch® by **June 15th**
- **Interviews** are conducted and applications are reviewed by nursing division representatives: **June 15th - July 15th**
- **Applicants** are notified of admission decisions/offers of admission are sent out: **July 15th**
 - Students that are offered admission may not defer admission until the next academic year; students will need to re-apply for the next academic year.
 - Students that are offered admission to the program twice, and decline both offers for admission, may be prohibited from being granted future admission to the nursing program.

Once admitted to the program, requirements include:

1. Once students accept placement in the program, they will be required to complete clinical requirements
 - Montana students will complete a background check through CastleBranch® and complete all clinical tracking requirements **by December 15th**
 - Alaska students will complete the Alaska State specific background check prior to beginning the program in January and complete all clinical tracking requirements in My Clinical Exchange **by December 15th**
2. Completion of urine drug screen coordinated by CastleBranch® must be completed by all admitted students by **December 15th**
 - Depending on clinical site requirements, an additional drug screen may be required, and additional nursing program health, safety, and communicable disease requirements may be required. See below.
 - Students admitted will receive further information in their program acceptance letter
3. Submit all official transcripts for pre-requisite courses completed during fall by **January 5th**
4. Attendance at the face-to-face program immersion / orientation is mandatory (one week prior to the start of the semester)
 - Details about the program immersion will be included in program acceptance letter

Nursing Program Health, Safety, and Communicable Disease Requirements

It is a privilege for University of Providence nursing students to work with our clinical partners to complete their clinical learning. To ensure the safety and wellbeing of all patients, staff, students, and the community, criminal background checks, urine drug screening, and immunizations to prevent communicable diseases, have become standard requirements for employment in health care. The program uses CastleBranch® for Montana, an accredited member of the National Association of Professional Background Screeners (NAPBS), and My Clinical Exchange for Alaska. A link to CastleBranch®, 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 dates described above. The remaining clinical compliance items must be completed by **December 15th** including:

1. Immunizations (see Appendix C)
2. CPR American Heart Association BLS for HealthCare Providers
3. Health Insurance
4. 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 program manager. 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. The student will be contacted directly if further information or clarification is needed. 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.

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

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.

If you have questions or concerns about your ability to meet the technical standards with or without accommodation, or if you would like to arrange reasonable accommodation, 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.

Application for Licensure as a Registered Nurse

The University of Providence School of Nursing is approved by the Montana State Board of Nursing. The Montana State Board of Nursing regulates licensure 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 State Board of Nursing Website or call the Montana Board of Nursing for questions regarding eligibility for licensure:

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

Criteria for licensure 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.

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 is available as a liaison between the students and faculty. Meetings occur in February and November and on a 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
- Course delivery
- Policy
- Pinning Ceremony
- Curricular Outcomes
- Orientation
- Recruitment and Retention
- Other topics as determined by student or faculty representatives

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.

Program Tuition and Fees

Tuition and fees information are updated regularly and are available on the University website.

In addition, students in the BSN program 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
- Lodging and transportation to clinical sites

Students should 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 have a payment plan set up to pay their tuition by the first day of classes.

For additional information, contact the student accounts office at (406) 791-5245.

Payment Plans

Payment plan information is provided within your invoice at the beginning of each semester. Payment plans have an enrollment fee of \$45.00 per semester; it will need to be set up each semester you plan to utilize them. Information regarding payment plans can be found on our website under Financial Services.

Refunds

Tuition and Fees are nonrefundable after the first day of class.

Financial Aid

Students who are 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. Students must be enrolled in 6 or more credits (half time) to be eligible to use Federal Student Loans. Pell Grants are based on both Expected Family Contribution (EFC) and enrollment and may be available for less than half time enrollment. For additional information about UP financial aid, contact the University Financial Aid Office at (406) 791- 5232.

Private loan options are available as well. Information on some of the private loan lenders can be found here: <https://choice.fastproducts.org/FastChoice/home/252700/1>. This is not an exhaustive list. The financial aid office cannot assist in recommendations for private loan options. We can only provide students with information in order to make an informed decision.

Financial Aid Warning and Suspension

Undergraduate students will be evaluated at the end of each semester to ensure they are making satisfactory academic progress toward their degrees. In order to make satisfactory academic progress and remain in good financial aid standing, students must maintain a cumulative GPA of at least 2.0 and must pass at least 67% of the credits attempted. ‘W’ grades will be counted in attempted credits and may affect your financial aid standing. Students who fail to meet either the GPA or completion requirement will be placed on Financial Aid Warning (1st offense). No appeal is necessary with a status of Warning. If a student falls below the standard in a consecutive semester, while on Warning, he/she will be placed on Financial Aid Suspension. A Financial Aid Suspension does not rectify itself with time away from the institution.

University Financial Aid Appeal Process

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

Academic Policies

Academic policies can be found on the University of Providence catalog on the website.

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 = 92-100%
- B = 83-91%
- C = 75-82%
- D = 66-74%
- F = 65%-below

Minimum Grade for Progression in Nursing Courses

- A minimum grade of “C” is required in all required *pre-requisite* and *co-requisite* courses.
- A minimum grade of “C” is required in all *nursing* theory, laboratory and clinical courses.
- Stand-alone clinical courses will be graded using letter grades.
- Clinical evaluation will be addressed in the course syllabi
- In order to progress in the Nursing program, the student must achieve a 75% average, or above, on exams and quizzes. If the student achieves this threshold, final calculation of the numerical grade will include other components, i.e., papers, projects, group work, etc.
- If the nursing course has a lab/clinical component, the student must receive a **PASS** for the lab/clinical to progress in the nursing program.

Students who are not demonstrating sufficient academic success may be required to engage in a remediation process (Student Success Plan) outlined by faculty.

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 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.

Students who do not successfully meet benchmark standards on ATI exams will be required to

remediate and will be placed on a student success plan. **See Appendix H**

Refer to individual course syllabi for ATI® requirements.

Proctored Testing

Assessment of learning in the BSN program includes multiple methods, including proctored testing.

Proctored testing integrates quality and integrity into the program and prepares BSN students for taking the national licensure exam following graduation.

If students have gone through the process for approved accommodations, there may be some limitations providing accommodations during proctored testing.

Not all accommodations can be met due to course outcomes and nursing competencies.

Professional Standards and Conduct

All nursing students must adhere to the conduct expectations outlined in the Montana Nurse Practice Act, 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 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 Associate Dean of the Nursing Programs. Appeals should be submitted in writing within 72 hours and a response from the Associate Dean will be provided within 72 hours or a reasonable time frame following receipt of the appeal. Students may appeal following the University policy of appeal process.

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

The process for this appeal can be found in the student handbook on the UP website.

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 Associate Dean of the nursing programs. A review of the students' 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 being suspended and the solution for correcting these problems will be signed both by the student and the Associate Dean 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 Associate Dean for nursing. Decisions are made in part with consideration for clinical capacity and student-to-faculty ratios (resources for clinical programs). Re-instatement is not guaranteed.

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 withdrew, as well as the semester in which they return to the program.

Graduation

Information related to graduation, including graduating with honors, can be found on the University Registrar's web page. Contact the Registrar's office for questions: registrar@uprovidence.edu 406-791- 5202.

Use of the University Logo

All nursing students must submit a request to the Associate Dean for nursing for approval prior to using the University logo on any materials such as for professional conferences and presentations.

Student Responsibilities

Student Concerns Process: Students who have a concern regarding the University's online or face-to-face courses or programs can submit a comment or follow the appeals process defined in the 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.

Contact Information: It is the student's responsibility to keep their contact information current in the nursing division. They should notify the Program Manager and keep ArgoExpress up to date with name and status changes.

Computer Proficiency and Software Requirements: Students require access to a personal laptop computer and internet. Students are required to routinely check online course materials and communicate regularly with faculty to meet course requirements. During the program, students will be required to know and use Microsoft Office products (Word, Power Point and Excel). Other software may be required for some courses.

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.

Textbooks: Each course syllabus includes the list of required and recommended textbooks and course materials. 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 class time (campus or online) and during all lab and clinical practice experiences to promote a positive learning environment for all students and patient privacy.

Learning Management System (LMS): Moodle® is the LMS that supports online learning and interactive video class meetings via Collaborate Ultra®. Nursing students are automatically enrolled in Moodle when they are registered for classes. Students will receive a Moodle account upon registration. Students are expected to log into Moodle multiple times per week to engage in course activities and 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® as well as in face-to-face classes. 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 class times. Engagement may be exhibited by verbally participating or by messaging with pertinent, substantive comments. During online learning sessions:

- 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 courses, clinical, lab, and simulation experiences.

Attendance and participation are taken into consideration when determining the final grade for the course. Students are required to communicate with their professor, prior to class, 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. In the event that a technical issue interferes with the delivery of live class time, a backup video of the session may be available.

Clinical Practice Expectations

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. Cell phone use is not allowed on the clinical floor, unless approved by the clinical faculty.
15. Demonstrate respect and care to all individuals regardless of culture, ethnicity, religion, work experience, gender, age and sexual orientation.
16. Communicate with others with respect, sensitivity and care in all forms (including verbal, nonverbal, written, and electronic).
17. Maintain standards of confidentiality.
18. Actively participate as a team member in clinical, lab and class.
19. 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 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

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 a professional encounter between a nurse and an actual individual or family, either face to face or virtual, that is intended to achieve specific health goals or achieve selected health outcomes. Direct care may be provided in a wide range of settings, including acute and critical care, long term care, home health, community-based settings, and telehealth. (AACN, 2021)

Indirect care: refers to nursing decisions, actions or interventions that are provided through or on behalf of individuals, families, or groups. These decisions or interventions create the conditions under which nursing care or selfcare may occur. Nurses might use administrative decisions, population or aggregate health planning, or policy development to affect health outcomes in this way. (AACN, 2021)

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

In any clinical practice experience, 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 accelerated nature of the program, 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.

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

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 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 the 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 significant legal risk; therefore, consequences for breaching confidentiality can include dismissal from the nursing program.

1. 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.

- o ***The confidentiality agreement, which students sign on CastleBranch® and/or My Clinical Exchange, encompasses confidentiality in clinical, simulation, post conference, and lab learning***
2. All information relating to a client's health and/or personal status per the Health Information Privacy and Accountability Act (HIPAA) is confidential
 3. All nursing students will complete HIPAA training at application on CastleBranch® or My Clinical Exchange to clinical contact with client or clinical agencies
 4. Students may be required to participate in orientation to clinical sites, which may include additional HIPAA training specific to that clinical site

Breach of Confidentiality may lead to dismissal from the Program

5. 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 personal status.
6. All observations made during the performance of other participants in the Nursing Program simulation, learning and testing environments are confidential. All events, procedures, and information are confidential 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.
7. 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.

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

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 300-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. Clinical schedules may vary from schedule posted in ArgoExpress. Efforts will be made by the instructor to notify students of varied clinical schedules in advance.

Mandatory Health Insurance University

All nursing students are required to have health insurance during the program. Evidence of health insurance must be uploaded annually in CastleBranch®

Dress Code

Appearance can impact the level of confidence that our clinical partners and clients have in health care professionals. 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 *inappropriate attire* include, but are not limited to, exposed midriffs, visible cleavage, and visible undergarments.

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.

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

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
 - Only two small non-dangling, post earrings are acceptable
 - Only one earring in each ear
 - No other piercings on the face will be displayed
 - No visible body piercings will be displayed
11. All visible tattoos must be covered
12. Chewing gum is not permitted in Nursing Lab/Clinical settings
13. No perfumes, colognes, or after shaves worn due to allergies
 - Since 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
 - Students must be hygienically clean; without offensive body odors
 - Students with body odor issues will be advised and required to address the concern
14. 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.

15. Students are not allowed to wear the UP uniform outside of UP class/clinical settings. Violations of this could result in disciplinary action.

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

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

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: This course is designed to emphasize the professional roles and responsibilities of the Registered Nurse. An overview of the history of nursing is included in this course. The student will explore the topics of leadership, professional accountability and communication in the profession of nursing. Healthcare regulations of professional licensure will be reviewed. By the end of this course the student will be able to:

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

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.*

Course Outcomes:

1. Distinguish between Utilitarian, Kantian, and Virtue law ethical theories.
2. Apply Utilitarian, Kantian, and Virtue ethical theories in discussion and resolution of ethical dilemmas
3. Examine one's personal spirituality and relationship with a higher power.
4. Explain how spirituality and ethics impact nursing through an examination of clinical ethical issues such as palliative care and end of life care.
5. Discuss appropriate strategies to support health and healing with consideration of patients' social determinants of

health, cultural and ethnic influences, and psychosocial/spiritual beliefs.

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

7. 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 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:

1. Demonstrate familiarity with selected nursing theorists in the emergence of knowledge specific to nursing practice.
2. Describe the fundamental concepts and structure of nursing research, including ethical ramifications.
3. Recognize the interrelationships among nursing theory, clinical expertise, research, quality improvement and evidence-based practice.
4. Locate, retrieve and critically appraise scientific evidence relevant to health and health care.
5. Apply the evidence – based process to improve the quality and safety of care.
6. Work within the healthcare team to apply findings of research to clinical and organizational situations.
7. Recognize needed considerations in providing evidence-based care for clients of diverse backgrounds and across the lifespan.
8. 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:

1. Compare classic and prevailing theories that support effective management and leadership within an organization.
2. Apply change theory in all aspects of nursing management and leadership.
3. Analyze effective group leadership, communication, and conflict resolution techniques.
4. Demonstrate effective principles of quality improvement and cost effectiveness to improve quality of nursing care.
5. Apply concepts of quality and safety to practice settings.
6. Apply research, information systems, and informatics concepts in the management of clinical information.
7. Utilize basic informatics and research concepts to evaluate outcomes of clinical practice.
8. Describe roles of other healthcare disciplines and contribute the unique nursing perspective to inter-professional teams to optimize patient outcomes.
9. 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, 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 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 Nursing Leadership (3 didactic credits, 1 clinical credit) Course Description:

This course builds on the previous course of *Quality and Safety in Nursing Leadership* 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 (3 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, community/population health, and patients with mental health disorders.
2. Communicate effectively with the pediatric patient, childbearing families, community/population health, and patients with mental health disorders.
3. Integrate holistic, evidence-based principles in making clinical decisions for the pediatric patient, childbearing family, community/population health, and patients with mental health disorders.
4. Analyze legal and ethical concerns in the provision of nursing care to the pediatric patient, childbearing family, community/population health, and patients with mental health disorders.
5. Recommend resources to promote optimum levels of health for the pediatric patient and family, community/population health, 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, community/population health and patients with mental health disorders.

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 (3 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:

1. Participate in the political process to ensure public health.
2. Explore nursing care practices based on pathophysiologic changes, pharmacologic responses, and behavioral change techniques emphasizing chronic illness and health promotion.
3. Discuss nursing care practices in the community based on health changes emphasizing chronic illness and health promotion.
4. Identify best practices to guide health teaching, counseling, screening, and outreach.
5. 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.
6. Identify community resources/agencies instrumental in the delivery of health services.
7. Summarize basic lifespan and aging-related considerations in nursing care design and delivery.
8. 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 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:

1. Describe current healthcare systems with emphases in local, national, and global arenas and how these systems impact nursing practice.
2. Describe nursing roles and management functions in finance and healthcare reimbursement.
3. Discuss appropriate strategies to support healthcare access for vulnerable populations including the topics of access, equity, affordability, and social justice.
4. Analyze the effects of access to healthcare on patient outcomes and explore alternative solutions.
5. 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 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 accommodation, or if you would like to arrange reasonable accommodation, 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.

Not all accommodations can be met due to course outcomes and the needed nursing competencies.

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

1. Accurately identify and assess heart, breath, abdominal, and other sounds of the human body
2. Accurately assess normal and abnormal color changes in the skin and observe pupil changes
3. Accurately differentiate colors and recognize patient odors
4. Detect and respond appropriately to activation/warning signals on equipment) including auditory and visual signals)
5. Detect significant environmental odors
6. Distinguish fine print on various medication labels
7. 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
8. Observe and participate in all demonstrations and experiments in the basic sciences including computer assisted instruction
9. Observe digital or waveform readings
10. 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)
11. Read gradients/calibrations on a syringe

Communication

1. Accurately document treatment information
2. Communicate accurately and effectively in English with other students, faculty, staff, patients, families and other professionals in a culturally sensitive manner
3. Communicate effectively in classroom presentations, seminars, simulation, practicum sites, practicum conferences, and online-formats
4. Convey or exchange accurate information in a clear and efficient manner to obtain a health history, identify problems presented, and explain alternative solutions
5. Effectively communicate with and respond appropriately to other healthcare professionals' questions, requests, and directions in classroom, lab and clinical settings
6. 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

Psychomotor

1. Adjust and operate diagnostic or therapeutic devices by manipulating knobs, dials, and keyboards
2. Answer patient call lights or intercom system to determine patient needs
3. Assemble medical equipment and supplies

4. Conduct laboratory and diagnostic tests and carry out physical assessments
5. Coordinate fine and gross muscular movements to treat patients in emergency situations
6. 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
7. Execute physical movements required to provide general care and treatment to all patients in all health care settings
8. Move and position heavy and/or large equipment and patients
9. Operate equipment typically found in the health care environment including IV pumps, cardiac monitors, and electric and manual blood pressure equipment, safe handling equipment
10. Perform basic life support, ventilation/compression (including CPR and AED), and other basic life support functions
11. Perform inspection, palpation, auscultation, percussion, and other diagnostic maneuvers
12. Provide holistic nursing care and perform or assist with procedures, treatments, and medication administration
13. Respond to emergencies precisely, consistently, accurately, and quickly
14. Safely assist a patient in moving from one place or another
15. Transfer patients from bed to chair, bed to stretcher, chair to bed as needed
16. Transport patients in wheelchairs as necessary
17. Turn/reposition bedfast patient

Intellectual-Conceptual, Integrative, and Quantitative

1. Accurately perform mathematical calculations and calculate medication dosages & IV rates from instructions given
2. Analyze, collect, and synthesize data to reach diagnostic and therapeutic judgments and to develop an appropriate plan of care
3. Demonstrate factual, conceptual, procedural, and metacognitive knowledge
4. Effectively perform chart reviews and continuous assessment of the patient's status
5. Effectively prioritize multiple tasks
6. Effectively take and record doctors' orders, patient histories, and subjective/objective findings
7. Exercise good judgment in patient assessment
8. Maintain accurate clinical records on patient care
9. Manage the demands of time constraints and frequent interruptions
10. Measure, calculate, reason, analyze, integrate, synthesize and problem solve in the context of the level and the focus of their curricular program
11. Perform data entry tasks using available technology
12. Perform universal precautions against contamination
13. Provide all aspects of patient care including medication administration and treatments according to nursing unit guidelines
14. 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
15. Provide in-depth rationale for plan of care
16. 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.
17. 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

1. Abide by the professional standards of practice defined by the discipline
2. Demonstrate compassion, sensitivity, and concern for others
3. Demonstrate understanding and adherence to professional standards of nursing
4. Function effectively under physically taxing workloads including in times of physical and mental stress
5. Function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways
6. Maintain appropriate professional decorum in high stress situations and when exposed to unusual sights and smells
7. 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® or My Clinical Exchange. 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. Students must meet the requirements of their assigned clinical facility.

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.

G. Covid Vaccine

Proof of Covid Vaccine is required.

Waivers: Waivers are permitted for *medical contraindication or religious exemptions*. 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. If a student requires an exemption, please complete the following form(s) and contact the Site Coordinators.*

APPENDIX D: Waiver for Immunization Forms

AFFIDAVIT OF EXEMPTION ON RELIGIOUS GROUNDS FROM MONTANA SCHOOL IMMUNIZATION LAW AND RULES

Student's Full Name Birth Date Age Sex

School: _____

If student is under 18, name of parent, guardian, or other person responsible for student's care and custody: _____

Street address and city: _____

Telephone: _____

I, the undersigned, swear or affirm that immunization against

Diphtheria, Pertussis, Tetanus (DTaP, DT, Tdap)

Polio

Measles, Mumps and Rubella (MMR)

Varicella (chickenpox)

Haemophilus Influenzae Type b (Hib)

is contrary to my religious tenets and practices.

I also understand that:

- (1) I am subject to the penalty for false swearing if I falsely claim a religious exemption for the above-named student [i.e. a fine of up to \$500, up to 6 months in jail, or both (Sec. 45-7-202, MCA)];
- (2) In the event of an outbreak of one of the diseases listed above, the above-exempted student may be excluded from school by the local health officer or the Department of Public Health and Human Services until the student is no longer at risk for contracting or transmitting that disease; and
- (3) A new affidavit of exemption for the above student must be signed, sworn to, and notarized yearly, before the start of the school year and kept together with the State of Montana Certificate of Immunization (HES-101) in the school's records.

Signature of parent, guardian, or other person responsible for the above student's care and custody; or of the student, if 18 or older. Date

Subscribed and sworn to before me this _____ day of _____, _____.

Seal

Signature: Notary Public for the State of Montana

Print Name: Notary Public for the State of Montana
expires _____

Medical Exemption Statement
Form HES 101A
Montana Schools



For questions, contact the Montana Department of Immunizations at (406) 444-5580

A prospective student seeking to enroll in a Montana school is not required to receive any immunizations for which they are medically contraindicated. The Medical Exemption Statement, may be completed by a qualifying healthcare provider and utilized as an exemption. In lieu of this form, a written and signed statement from a qualifying healthcare provider will also be accepted under the conditions outlined in ARM 37.114.715.

Pursuant to HB 334 (Ch. 294, L. 2021), a qualifying healthcare provider means a person who: (1) is licensed, certified, or authorized in any U.S. State or Canada to provide health care; (2) is authorized within the person’s scope of practice to administer the immunization(s) to which the exemption applies; and (3) has previously provided health care to the student *or* has administered a vaccine to which the student has had an adverse reaction. Once completed, this form should be filed at the student’s school along with their most current immunization record.

Student Name: _____

Parent/Guardian Name: _____

Student Address: _____

Student Date of Birth: _____

Select the vaccine(s) needing medical exemption, then provide a brief description of the contraindication or precaution for each vaccine:

- | | |
|--|--|
| <input type="checkbox"/> DTaP (Diphtheria, Tetanus, and Pertussis) | <input type="checkbox"/> MMR (Measles, Mumps, and Rubella) |
| <input type="checkbox"/> Tdap (Diphtheria, Tetanus, and Pertussis) | <input type="checkbox"/> IPV (Polio) |
| <input type="checkbox"/> Varicella (Chickenpox) | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Hib (<i>Haemophilus influenzae</i> type b) | |

Contraindication/Precaution:

A complete list of medical contraindications and precautions can be found on the Centers for Disease Control and Prevention’s website: <https://www.cdc.gov/vaccines/hcp/acip-recs/general-recs/contraindications.html>.

Duration of exemption: _____

Provider's Name (print): _____ **Title:** _____ **Phone:** _____

Address: _____

Provider's Signature: _____ **Date:** _____

Montana Code Annotated

20-5-403: MT School Immunization Requirements,
Immunization Records
20-5-405: MT School Immunization Requirements, Exemptions

Administrative Rules of Montana

37.114.701-721: Immunization of K-12, Preschool, and Post-
Secondary Schools

Revised (07/2021)

REQUEST FOR A RELIGIOUS EXCEPTION TO THE COVID-19 VACCINATION REQUIREMENT

Government-wide policy requires all Federal employees as defined in 5 U.S.C. § 2105 to be vaccinated against COVID-19, with exceptions only as required by law. In certain circumstances, Federal law may entitle a Federal employee who has a religious objection to the COVID-19 vaccination requirement to an exception from that requirement, in which case the employee would instead comply with alternative health and safety protocols. The Federal Government is committed to respecting the important legal protections for religious liberty. The purpose of this form is to determine whether you may be eligible for an exception.

To be eligible for a possible exception, you must first establish that your refusal to be vaccinated is based upon a sincere belief that is religious in nature. A refusal to be vaccinated does not qualify for an exception if it is based upon personal preference, concerns about the possible effects of the vaccine, or political opinions.

In order to request a religious exception, please fill out this form. The agency may ask for other information as needed to determine if you are legally entitled to an exception.

Signing this form constitutes a declaration that the information you provide is, to the best of your knowledge and ability, true and correct. Any intentional misrepresentation to the Federal Government may result in legal consequences, including termination or removal from Federal Service.

QUESTIONS:

1. Please describe the nature of your objection to the COVID-19 vaccination requirement.
2. Would complying with the COVID-19 vaccination requirement substantially burden your religious exercise? If so, please explain how.
3. How long have you held the religious belief underlying your objection?
4. Please describe whether, as an adult, you have received any vaccines against any other diseases (such as a flu vaccine or a tetanus vaccine) and, if so, what vaccine you most recently received and when, to the best of your recollection.
5. If you do not have a religious objection to the use of all vaccines, please explain why your objection is limited to particular vaccines.
6. If there are any other medicines or products that you do not use because of the religious belief underlying your objection, please identify them.
7. Please provide any additional information that you think may be helpful in reviewing your request.

I declare to the best of my knowledge and ability that the foregoing is true and correct.

Print Name

Signature

Date



STATE OF ALASKA
 MEDICAL EXEMPTION / IMMUNITY FORM V.07.21



Alaska Immunization Regulations 7 AAC 57.550 and 4 AAC 06.055 require that all children in Alaska public/private schools and child care facilities be immunized unless he/she is exempted or immune.

This form is required to be on file at school and/or child care when a child is not immunized due to a medical contraindication or immunity.

 Name of Child

 Date of Birth

The following section must be completed by an Alaska-licensed Medical Doctor (MD), Doctor of Osteopathy (DO), Advanced Nurse Practitioner (ANP), or Physician Assistant (PA) as applicable.

MEDICAL EXEMPTION

In my professional opinion, the following immunizations would be injurious to the health of the above named child or members of the child's family or household.

Note: During a vaccine-preventable disease outbreak, an exempted child may need to be excluded from routine school or child care until he/she is determined to no longer be at risk of developing the disease.

Check appropriate antigen(s)

<input type="checkbox"/> Diphtheria	<input type="checkbox"/>	<input type="checkbox"/> Tetanus	<input type="checkbox"/> Pertussis
<input type="checkbox"/> Measles	<input type="checkbox"/>	<input type="checkbox"/> Mumps	<input type="checkbox"/> Rubella
<input type="checkbox"/> Polio	<input type="checkbox"/>	<input type="checkbox"/> Hepatitis A	<input type="checkbox"/> Hepatitis B
<input type="checkbox"/> Varicella	<input type="checkbox"/>	<input type="checkbox"/> Hib	

IMMUNITY

Check appropriate antigen(s)

<input type="checkbox"/> Diphtheria	<input type="checkbox"/>	<input type="checkbox"/> Tetanus	<input type="checkbox"/> Pertussis
<input type="checkbox"/> Measles	<input type="checkbox"/>	<input type="checkbox"/> Mumps	<input type="checkbox"/> Rubella
<input type="checkbox"/> Polio	<input type="checkbox"/>	<input type="checkbox"/> Hepatitis A	<input type="checkbox"/> Hepatitis B
<input type="checkbox"/> Varicella	<input type="checkbox"/>	<input type="checkbox"/> Hib	

For Pertussis & Hib – History of disease does not infer immunity. Vaccination is recommended.

Check one: MD DO ANP PA

 Name [Please Print] of MD, DO, ANP or PA

 Signature of MD, DO, ANP or PA

 Date

Clinic Name

Phone Number



State of Alaska Religious Exemption Form



Alaska Immunization Regulations 7 AAC 57.550 and 4 AAC 06.055 require that all children in Alaska public/private schools and child care facilities be immunized unless he/she is exempted or immune.

This form is required to be on file at the school, preschool, or child care facility if religious exemption is applicable. (Note: Personal or philosophical exemptions are not allowed per state law.) Notarization and annual renewal are required.

Name of Child

Birth date

I/We affirm that immunization conflicts with the tenets and practices of the church or religious denomination of which the applicant/parent/guardian is a member. I/We understand that if there is an outbreak of a vaccine- preventable disease that my child has not been fully immunized against, my child may be at risk for disease and may be excluded from routine school or child care until he/she is determined to no longer be at risk of developing the disease.

Signature of Parent(s) or Guardian(s)

Telephone

Date (Form valid from July 1 through June 30)

State of _____

Judicial District _____ SS.

The Foregoing Instrument was acknowledged before me by

_____ on this _____ day of

_____, 20_____. Witness my hand and seal.

Notary Public (Signature)

Notary's printed

name Notary's city

My commission expires _____

APPENDIX E: Student Success Plan

STUDENT SUCCESS PLAN				
Student:	Reporting Faculty:	Incident Date(s):	Related Course(s):	<input type="checkbox"/> Clinical <input type="checkbox"/> Lab <input type="checkbox"/> Theory

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>
<i>Faculty's</i> description (written by faculty):		<input type="checkbox"/> Assignment/Reflection <input type="checkbox"/> Skills lab Remediation <input type="checkbox"/> Meet with Nursing <input checked="" type="checkbox"/> Division Chair ATI Remediation <input type="checkbox"/> Other(s): <input type="checkbox"/> _____ _____
<i>Student's</i> description (written by student):		List of specific interventions for success:

I understand that I am expected to develop and carry out this improvement plan to enhance my academic success.

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

APPENDIX F: Needlestick Exposure

Policy Name	Needlestick Exposure
Approved by:	Dr. Andrea Houser, Associate Dean of Nursing
Approval Date:	10/14/2022

Policy Statement:

This policy provides coverage for University of Providence nursing students (undergraduate and graduate).

Purpose of Policy:

To provide guidelines to UP nursing students. To prevent transmission of blood-borne pathogens after an exposure. To expedite early reporting and execute immediate intervention after needlestick exposure. To avoid spreading bloodborne infections to others.

Applicable Persons

This policy applies to nursing students (undergraduate and graduate).

University of Providence Student Needlestick Policy

Student Percutaneous Injury/Bloodborne Pathogen Exposure Procedure

In case of needlestick or body fluid exposure* immediately:

- Wash exposed area thoroughly with soap & water or appropriate tissue cleanser.
- Notify preceptor, clinical instructor, program lead
- Follow facility specific Percutaneous Injury/Bloodborne Pathogen Exposure Procedure
- Seek care within 2 hours of exposure.
- If possible, call first to expedite treatment
- Complete all of the facility specific documentation for Percutaneous Injury/Bloodborne Pathogen Exposure Procedure.
- Follow facility protocols to obtain patient consent for blood draw and consent forms.
- Complete the University of Providence Percutaneous Injury/Bloodborne Pathogen Exposure documentation.

Submit documentation to Program Lead. Program Lead will submit completed documentation to the Associate Dean of Nursing.

Submit the following:

- UP Incident Report for Critical Incident
- Incident report from facility where exposure occurred
- Identification of person whose body fluid was exposure source
- Contact person for follow up
- Relevant medical records

If exposure occurs outside local area (more than 30-45 minutes away from the nearest hospital, go to the nearest ER or health care facility.

- a. Students may consult with their onsite preceptor and or call the 24-hour national HIV Post-Exposure Prophylaxis Hotline for Clinicians at 1-888-HIV-4911
- b. If exposure occurs on a weekend, night shift / alternative shifts or holiday, students may call their Program Lead for follow up on the next non-holiday, or workday.

Blood Sampling

Obtain consent of patient (source of exposure) for blood tests per facility protocol

- a. Hepatitis B Surface Antigen (HBsAg)
- b. Hepatitis C Antibody (Anti-HCV)
- c. Antibody to Human Immunodeficiency virus (Anti-HIV)

Student blood to be drawn as soon as possible for

- a. HBsAg**
- b. Antibody to Hepatitis B Surface Antigen (Anti-HBs) **
- c. Hepatitis C Antibody
- d. Anti-HIV
- e. Omit HBsAg & Anti-HBs if the student has a documented seroconversion following a Hepatitis B vaccination series
- f. Order CBC and Liver Function Test if placing student on HIV prophylaxis drugs

* Injury must be related to those currently registered as UP student's clinical duties: percutaneous needlestick, puncture wound, laceration, human/animal bite; body fluid exposure to open wound or mucous membrane by splash, aerosol; other blood/unfixed tissue exposure

Treatment Guidelines

1. Hepatitis B

a. Patient HBsAg positive and student HBsAg negative and Anti-HBs negative:

- give one dose of Hepatitis B Immune Globulin (.06 ml/kg intramuscularly) as soon as possible within 72 hours after exposure and begin a Hepatitis B vaccination series within seven days.
- a student with prior Hepatitis B vaccination with a negative Anti-HBs should receive HBIG and one dose of Hepatitis B vaccine.

b. No further Hepatitis B testing or therapy is needed if

- the patient (exposure source) is HBsAg negative
- the student is HBsAg positive or Anti-HBs positive due to prior disease or vaccination, even though the patient is HBsAg positive

2. Hepatitis C

a. Patient source is positive for Hepatitis C:

- test student for HCV-PCR 2-3 weeks after exposure
- test student for Hepatitis C serology at 6 weeks, 3 months, 6 months, & 1 year.

3. HIV

- Risk of HIV transmission following percutaneous exposure to HIV-infected blood is approximately 0.3% (CDC, 2020).
- Anti-HIV seroconversion in a needlestick recipient has been documented despite use of prophylaxis.
- Drugs used for HIV prophylaxis have multiple potential side effects. Please contact UP Nursing Program Lead prior to discontinuing prophylaxis medications to ensure it is indeed the medication responsible for the symptoms.
- Students are responsible for costs of elective evaluation outside of University of Providence.

Miscellaneous

Students at all sites receive, at no cost, testing, medication and follow up care per 2005 CDC guidelines:

- a. HIV
- b. Hepatitis B
- c. Hepatitis C

The university controller coordinates disbursement of payments for the testing and treatment of exposed students in accordance with the UP-Liability Insurance Policy.

Resources and References

- <https://www.cdc.gov/niosh/topics/bbp/guidelines.html>
- <https://www.cdc.gov/hai/pdfs/HIV/HIVPEPinfographicFINAL.pdf>
- <https://www.cdc.gov/niosh/topics/bbp/emergnedl.html>
- <https://www.osha.gov/laws-regs/regulations/standardnumber/1910/1910.1030>

APPENDIX G: Medication Error

Policy Name	Medication Error
Approved by:	Dr. Andrea Houser, Associate Dean of Nursing
Approval Date:	11/8/2022

Policy Statement:

This policy provides a guidelines and procedure for University of Providence nursing students (undergraduate and graduate) during the occurrence of a medication error during clinical.

Purpose of Policy:

This policy guides students when they have committed a medication error. It can be devastating to the self-esteem and self-concept when one commits a medication error. Some hesitate to report medication errors when they occur. This policy and procedure provide a mechanism for nursing students to report medication errors. We acknowledge that humans are prone to error, but risks should be mitigated so that if an error occurs, the UP-Nursing Program Faculty commits to a teaching-learning approach to process improvement. This policy and procedure will be used for education and continuous quality improvement to teach nursing students that medication errors are preventable.

Applicable Persons

This policy applies to nursing students (undergraduate and graduate).

University of Providence Student Medication Error Policy & Procedure

Definitions

Medication Errors: A medication error occurs when any of the “five rights of medication administration” has been violated. Medication Errors include but are not limited to:

- Wrong dosage
- Calculation error
- Exceeding maximum dose
- Wrong route
- Wrong medication
- Medication omitted
- Incorrect time
- Wrong person
- Known Medication Allergy
- Wrong Reason

Reporting: If a medication error is made whether or not it resulted in an adverse patient outcome, it is an Unusual Occurrence and must be reported as such per Local Facility Policy and at the University of Providence Nursing Department.

Medication Errors are Preventable

- Data indicates that the number of reportable medication errors is increasing over time.
- Both low- and high-tech strategies have been designed to ensure safe medication administration and align with the nine rights of medication administration.
- Many low-tech strategies support all nine rights, including the use of standardized communication strategies and independent double check workflows.

Reporting Procedure

Student Procedure

- Upon discovering a medication error, assure patient stabilization:
 - Vital Signs
 - Mental Status Exam / Head To Toe Assessment
 - Oxygen Saturation
 - Monitor For Allergic Reactions

- Shortness Of Breath
- Chest Pain,
- Dizziness
- Confusion
- Weakness
- Shock
- Cardiopulmonary arrest
- In the event of arrest, start BLS procedure
 - 1. Check responsiveness
 - 2. Check for breathing and pulse
 - 3. Call for help, activate emergency response, call for AED
 - 4. Start CPR per American Heart Association BLS Guidelines (per AHA BLS 2020 guidelines)
- Immediately notify preceptor and treating physician
- Notify UP Clinical faculty
- Discovering party will complete required facility Medication Error (unusual occurrence report) reporting forms and follow facility submission procedures.
 - Follow up may be required for root cause analysis
 - Provide personal contact information

 - Provide UP Nursing Department contact information. Including the Associate Dean of Nursing.
 - Elaborate on the details of the event.
 - Facility Risk Management will conduct and complete the and shall submit a report and action plan. If follow up is necessary such as deposition, litigation, or reparations, the facility Risk Managers will contact UP nursing and the student involved.

Remediation Requirements

- This is a critical event and may be grounds for dismissal. This will be handled on a case-by-case basis.
- A student success plan will be individualized depending on the severity of the medication error.
- No precepted clinical until the stipulations of the SSP and the process improvement plan are met.
- Mandatory supervised practice in the lab.
- Complete IHI Modules for quality and safety:
 - Go to the website <https://my.ihl.org/Portal/rise/Contacts/ihl-create-account/create-account-complete.aspx>
 - Create an account and login (using your student email)
 - Click “Take a Course”
 - Click “IHI Open School”
 - Select the following:
 - PS 101: Introduction to Patient Safety
 - PS 102: From Error to Harm
 - PS 103: Human Factors and Safety
 - PS 105: Responding to Adverse Events
- May not return to precepted clinical until satisfactory completion of a medication math & calculations exam.
- Formal med -pass check off with the 5-10 medication rights.
- Meet with Associate Dean of Nursing and associated faculty to De-Brief.
- Write a 1-page process paper: Discuss potential implications for medication errors Use following criteria:
 - Role, Responsibilities and Scope of Practice:
 - Describe facility policy and procedure on med orders, RN notification, med errors
 - Risk Management and Leadership
 - Distractions to concentration: noise, lighting, conversation, phone, call lights, personal issues, fatigue, being too busy
 - Organization and Prioritization
 - Health Assessments

- Procedure:
 - Explain 5-10 rights of medication administration include reason/indication and response. Include the following
 - Where meds are prepared is critical.
 - What is the medication scanning procedure.
 - Describe the environment to prepare meds.
- Quality and Process Improvement
 - What is the RN's role in the incident reporting & investigation process?
- Financial:
 - Burden of Medical Errors on Healthcare costs
 - Healthcare Reimbursement (reimbursement stops and the hospital/ facility has to pay for all the care associated with the error and sometimes that means forever)
 - Patient Complications associated with the error (what could have happened to the patient).
- Patient Safety:
 - Include the local facility's process for the process of medication error management and patient safety.

Faculty Follow-up:

- Faculty will ensure all requirements of Student Success Plan and process outlined above are met. Faculty will notify student, program director, and Associate Dean when remediation requirements are met.
- Faculty will communicate with preceptor and facility regarding circumstances of the incident.
- Student is responsible for communication with preceptor and faculty regarding return to clinical site, after faculty approval.

References

Elliott M, Liu Y. The nine rights of medication administration: an overview. *Br J Nurs*. 2010;19(5):300-305. [[Available at](#) doi:10.12968/bjon.2010.19.5.47064.

National Coordinating Council for Medication Error Reporting. "Taxonomy of Medication Errors". Available at: <https://www.nccmerp.org/taxonomy-medication-errors-now-available>.

The Joint Commission. Official "Do Not Use" List. Available at: https://www.jointcommission.org/-/media/tjc/documents/resources/patient-safety-topics/do_not_use_list_6_28_19.pdf.

Give strategies for providing effective patient education. Expert Insights. Wolters Kluwer. <https://www.wolterskluwer.com/en/expert-insights/5-strategies-for-providing-effective-patient-education>.

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APPENDIX H: ATI Remediation

**Instructions on Remediation for Practice and Proctored Exams
(if the benchmark is not met)**

There are three parts to remediation

- (1) students are placed on a Student Success Plan
- (2) The student will need to complete three (3) active learning templates
- (3) The student will need to do 100 practice questions focused on the concept areas that the student scored low in***

***The faculty member will assign the student which categories need to be remediated. This will be based on the student’s individual report generated from the student’s practice and/or proctored ATI exam.

Part 1 (Student Success Plan - SSP)

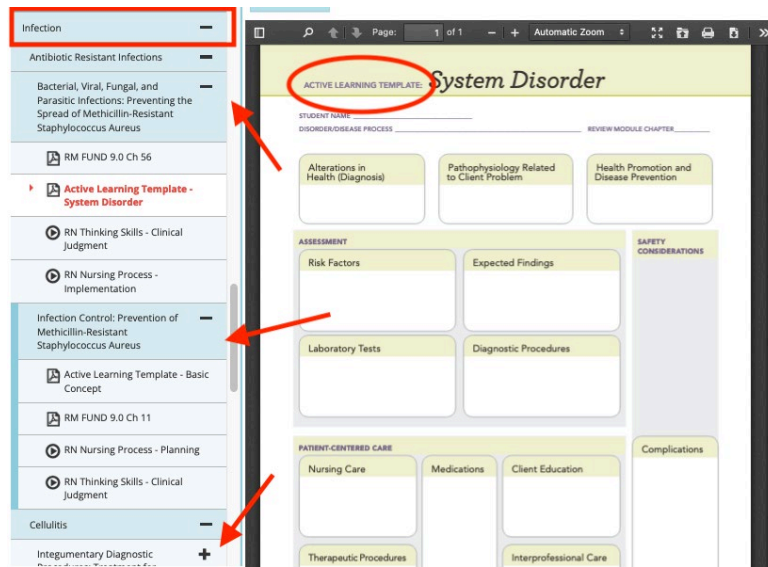
- The ATI coordinator/faculty member will place the student on a Student Success Plan, outlining what the student needs to do for remediation.
- A copy of the SSP will be sent to the student’s advisor
- A copy of the SSP will be sent to Student Success Department so they can provide further guidance on how the student can be successful in learning
- Student will remain on the SSP until remediation has been successfully completed

Part 2 (Completing the 3 active learning templates)

- A focused review will be generated based on the results of the student’s practice or proctored exam. Its content is based on the student’s performance, linking to Review Modules for targeted study. After a practice assessment or proctored exam, Focused Review directs the student to the material the student needs to study. The student may receive multiple pieces of content to review and a post-study quiz.
- On the student’s individual report from the exam, the faculty member will identify the lowest percentages that have the most questions and will inform the student on which active learning template for those items. In the example below, the faculty member may tell the student to do active learning templates on: Elimination, Gas Exchange/Oxygen, and Infection.

Individual Performance in the Major Content Areas			Individual Score (% Correct)										
Concept	# Points	Individual Score	1	10	20	30	40	50	60	70	80	90	100
Acid-Base Balance	6	33.3%											▲
Critical Thinking/Clinical Reasoning/Clinical Judgment	5	0.0%				▲							
Elimination	10	10.0%			▲								
Fluid & Electrolyte Balance	6	50.0%										▲	
Gas Exchange/Oxygenation	10	20.0%					▲						
Grief	5	20.0%					▲						
Infection	10	20.0%					▲						
Inflammation	8	37.5%										▲	
Metabolism	6	0.0%			▲								
Mobility	8	25.0%										▲	
Nutrition	5	40.0%											▲
Perfusion	9	0.0%			▲								
Sensory/Perception	6	50.0%											▲
Stress and Coping	6	16.7%										▲	
Teaching and Learning/Patient Education	5	20.0%										▲	
Thermoregulation	5	20.0%										▲	

- The student will fill out the active learning template for a subcategory under the main category. For example, since Infection was one of the 3 that the student scored lower in and had the most questions asked on the test, the student will do an active learning template for 1 of the items listed under the category. In the example below, the student could choose Preventing the spread of MRSA or could choose under Cellulitis (Treatment for Cellulitis), etc. **The student will pick 1 to focus on in the sub-category of the assigned concept.** The chapters accompanying those items can help the student fill out the active learning template.



- **Are they all System Disorder Templates?**
No. The student will need to look at the **individual report**, which will tell the student what active learning template needs to be completed. Sometimes there will be Medication, Skills, Concept-Based, etc. Active Learning Template.

Part 3 (100 practice quiz questions)

- The faculty member will assign concepts to the student. These concepts are based on areas in which the student scored low on the practice and/or proctored exam. The student will need to generate 100 quiz questions from the applicable section within ATI.

Comprehensive Predictor

During NRS 495, students will take the Comprehensive Predictor. This exam predicts the student’s chance of passing the NCLEX on the student’s first attempt.

If a student does not meet the benchmark, the following will occur:

1. Based on faculty discretion, a meeting between the student, Associate Dean of Nursing, advisor, and NRS 495 faculty member will be conducted.
2. Instead of doing the traditional remediation, the student will be expected to study the areas that received a low score.
3. A repeat proctored comprehensive predictor exam will be given again at a set date.
 - a. If a student still does not meet the benchmark after the second attempt, the student will receive a Report Delay (RD) in NRS 495 and will not graduate until the following requirements have been met:
 - The student has reached the Virtual-ATI “Green Light” and has been signed off by their VATI nurse coach, and the student provides to the NRS faculty member and ATI coordinator proof of reaching the “Green Light.”
 - The “Green Light” needs to be met by one month after course end date.
 - When the student receives the Virtual-ATI “Green Light,” the student should take the NCLEX within three weeks. If the student does not pass the NCLEX, an additional 12-week access is available from ATI at no additional fee, provided that ATI is notified of the failed attempt by the nursing program within three weeks of the graduate receiving the score.
5. After the student has reached the “Green Light” and proof has been submitted to the University, the student’s grade change will be released to the Registrar.

**Access to the Virtual-ATI Educator and NCLEX review expires one month after graduation. At the end of the month, a post-review study guide is available for download. It provides the graduate with approximately 40 hours of NCLEX review resources to be used independently until the NCLEX date. If a graduate is interested in accessing Virtual-ATI for an additional 12-week period, their account can be reactivated for a discounted rate. Repurchasing ATI is a student expense.