



UNIVERSITY OF PROVIDENCE

Vander Werff BSN Program 2025 Student Handbook



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SECTION I

Mission Statements, Goals, & Program Learning Outcomes

I-A Mission Statement of the University of Providence

I-B Mission, Conceptual Framework, & Program Learning Outcomes of the Nursing Department

Mission Statement of the University of Providence & Mission, Conceptual Framework, & Student Learning Outcomes of the Vander Werff BSN Program

University of Providence Mission Statement

As an expression of the teaching mission of Jesus Christ, the mission of the University of Providence is to provide students with the opportunity to obtain a liberal education for living and for making a living.

The University of Providence, as a faith-based Roman Catholic university, believes in the biblical principle “I am the light of the world. Whoever follows me will not walk in darkness but will have the light of life.” (John 8:12 NABRE)

The University was founded through the collaborative efforts of the Sisters of Providence, the Ursuline Sisters, the Catholic Bishop of Great Falls and the civic community, all of whom recognized the need for higher education. Its educational mission, in conjunction with the Sisters of Providence, continues to be the shared endeavor of dedicated people.

Core Themes

Academic Excellence – The primary pursuit for all students, faculty and staff is to uphold the highest academic standards across all programs, as measured through graduation rates, placement rates, and student performance on a variety of assessments.

Student Experience – Students undergo a distinctive and transformative experience that prepares them to pursue their lifetime calling and make the world a better place, as measured through retention rates, student satisfaction assessments, and student development through study abroad and other co-curricular experiences.

Mission Effectiveness – Driven by our Mission, the university pledges to provide life-changing educational experiences and programs while focusing on operational efficiency to sustainable growth, measured through student surveys, enrollment growth, and systematic program assessment.

Catholic Identity

Founded by the Sisters of Providence, the University of Providence is a Roman Catholic institution of higher learning called to be the manifestation of the Providence of God in the lives of those we serve.

Sharing in the mission of the Church to proclaim the Good News, the University of Providence continues the teaching and healing ministry of Jesus Christ, being especially mindful of those populations most in need.

Guided by our Catholic faith, and the charism of the Sisters of Providence, we celebrate the inherent dignity of every person as a child of God and strive to form students into compassionate servant-leaders prepared to walk in solidarity with the poor and marginalized.

Our faculty and staff are committed to building a community of higher learning which is rooted in the person of Jesus as revealed in Sacred Scripture and Sacred Tradition. Compelled by love, we strive to form our students in the model of Jesus Christ.

Core Values

Compassion

Jesus taught and healed with compassion for all. –Matthew 4:24

We reach out to those in need and offer comfort as Jesus did. We nurture the spiritual, emotional, and physical well-being of one another and those we serve. Through our healing presence, we accompany those who suffer.

Dignity

All people have been created in the image of God. –Genesis 1:27

We value, encourage and celebrate the gifts in one another. We respect the inherent dignity and worth of every individual. We recognize each interaction as a sacred encounter.

Justice

Act with justice, love with kindness and walk humbly with your God. –Micah 6:8

We foster a culture that promotes unity and reconciliation. We strive to care wisely for our people, our resources, and our earth. We stand in solidarity with the most vulnerable, working to remove the causes of oppression and promoting justice for all.

Excellence

Whatever you do, work at it with all your heart. –Colossians 3:23

We set the highest standards for ourselves and our ministries. Through transformation and innovation, we strive to improve the health and quality of life in our communities. We commit to compassionate, safe, and reliable practices for the care of all.

Integrity

Let us love not merely with words or speech but with actions in truth. –1 John 3:18

We hold ourselves accountable to do the right things for the right reasons. We speak the truth with courage and respect. We pursue authenticity with humility and simplicity.

University of Providence Nursing Department MISSION

To prepare graduates for accountable and professional nursing practice that is relationship-based, vigilant, theory-guided, and grounded in the best possible evidence.

A graduate of the program will be a leader in healthcare. Graduates will be excellent communicators, clinicians, and leaders of change. A graduate is a lifelong learner and will enhance the nursing profession by providing nursing evidence-based practice that is population-centered, as well as grounded in spiritual, ethical, and compassionate care.

CONCEPTUAL FRAMEWORK

The program's mission is supported by a conceptual framework consisting of the following constructs:

Relationship-Based Care

The Vander Werff BSN Degree Completion Program honors the patient and family as the center of the care delivery team. In relationship-based practice, excellent patient care outcomes are achieved through collaborative and sacred relationships among the patient, his or her family, and the healthcare team.

Vigilance

Nursing vigilance is reflected in unwavering attention to both the patient and the care delivery environment. This vigilance protects patients from harm and ensures their safe passage as they journey through the continuum of their care experience.

Professional Accountability

The professional nurse is accountable for nursing outcomes of care delivery by ensuring vigilant care processes, maintaining expertise in practice, and creating healing care environments. The professional nurse is answerable for practice that consistently meets established standards. This accountability includes the steadfast pursuit of opportunities to coach and mentor other members of the inter-professional healthcare team. Nurses are at all times responsible for their own self-care, professional development, and proactive career management.

Change

Constant, complex change is the expected norm and sets the context for contemporary life in health care delivery. Professional nurses thrive in—and are prepared to lead and manage positive change in improving health, with patients, colleagues, and communities.

PROGRAM LEARNING OUTCOMES

A graduate from the Vander Werff BSN program will pass the NCLEX-RN licensure examination and enter the profession of nursing with the following abilities:

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, clinical judgment, clinical reasoning, 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.

SECTION II

Curriculum

II-A Traditional Nursing Curriculum Plans, Major in Nursing, Progression Criteria

Nursing Curriculum Plans

4-year curriculum plans for the Vander Werff Bachelor of Science in Nursing can be found at: [Nursing, Pre-Licensure Tracks | University of Providence](#)

Major in Nursing

The Vander Werff BSN program is a Bachelor of Science in Nursing Degree pre-licensure program offered on-campus to individuals seeking preparation in professional nursing at the baccalaureate level. Graduates of the Vander Werff BSN program are eligible to take the NCLEX exam and to apply for licensure as a registered nurse in any state in the U.S. Successful passage of the NCLEX-RN is required to practice as a registered nurse. The Montana Board of Nursing makes all final decisions on issuance of RN licenses in Montana. The baccalaureate degree in nursing at the University of Providence is seeking accredited by the Commission on Collegiate Nursing Education (CCNE) (<http://www.ccneaccreditation.org>). The program is also approved by the Montana State Board of Nursing.

Progression in the Nursing Major

To progress in the nursing major, the student must:

1. Must have a grade of “C” or better in all required nursing classes and the following co-requisites: BIO 208, BIO 251, BIO 252, BIO 271, CHM 101, MTH 108, NRS 370. All nursing courses must be taken at the University of Providence unless the nursing department grants an exception, to include ILC 350.
2. Must Complete the following pre-requisites: ENG 117, Fine Arts or History Array, TRL 201, PHL 101, ENG 215, CPS 215, Computer Science course, Social Science Array, Fine Arts or History Array, and elective credits.
3. Maintain a minimum cumulative GPA of at least 2.75 at the end of each semester after admission into the nursing major.
4. Pass/Fail grades may be acceptable for courses not co-requisite to nursing courses as long as the student is within the parameters of the guidelines of the Academic Policies as stated in the University of Providence Catalog currently in effect.
5. Must pass each clinical/lab course in order to pass the entire course.
6. Must maintain course exam and quiz scores at a minimum of 75% before other scores are added to determine the final grade for the course. Failure to obtain a 75% average for course exams will result in course failure regardless of the number of points earned for other course activities. *NOTE: Rounding examination and quiz scores will not be rounded, final grades will be rounded per standard rounding rules – e.g. 74.5 would be recorded as a 75*

7. In the event of a college academic integrity violation, the student's ability to progress in the nursing major will be determined on an individual basis.
8. Provide documentation noting completion and compliance with the expectations and requirements of the nursing program clinical affiliates to include, but not limited to, official documentation for specific immunizations, a criminal background check, a urine drug screen, Maintenance of current health insurance, and American Heart Association Basic Life Support for Healthcare Providers certification. Costs to complete these clinical compliance requirements are to be paid by the student. The results of the urine drug screen and background check are tracked in a third-party program and tracked by the Vander Werff Program Director. 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.
9. Any student who faces criminal charges while enrolled in the Vander Werff BSN Program is required to notify the Vander Werff Program Director within ten (10) working days of such charges that may affect his/her ability to function in the academic or lab setting. 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.
10. Students must demonstrate academic achievement and practice safely and with integrity.

**If the student does not meet the above progression criteria, they may not continue in the nursing major. If a student does not pass the required nursing course(s), they may not take any other nursing courses.*

The policy related to *Student Withdrawal and Re-application/Re-entry to the Nursing Major* is found in the Nursing Student Handbook.

The Vander Werff BSN Program Department reserves the right to make changes to these admission and progression criteria.

SECTION III

Student Governance & Organizations

III-A Student Affairs Representatives

III-B University of Providence Student Nurses 'Association

VANDER WERFF BSN PROGRAM

STUDENT AFFAIRS REPRESENTATIVES

At the beginning of each fall semester, the students in junior and senior classes will elect a Class Representative and Alternate to serve on the UP-Vander Werff Student Affairs Committee. If the Class Representative is unable to attend a scheduled meeting, they should notify the Alternative to attend in their place. The elected Representative (and Alternate when needed) will serve as a liaison between their class and the nursing department faculty in addressing questions or suggestions regarding curriculum, collaborating on policies and projects affecting students, etc. The faculty representatives will arrange for a Collaborate Ultra® meeting for the students on an agreed upon time/date in those months.

If an individual student has questions concerning the conduct of classes, grading procedures, or other matters concerning an academic record or progress, students must first attempt an informal resolution by communicating with the faculty member involved. If a satisfactory resolution is not reached at this level, a student should follow the University of Providence Academic Grievance Policy and Procedures. This is a formal process and matters of this nature are not within the scope of Student Affairs Representatives.

Standing agenda items for each meeting include:

- Class and clinical experiences
- BSN, program and curriculum changes
- Student recruitment and orientation
- Faculty update report
- Other

UPSNA**UNIVERSITY OF PROVIDENCE STUDENT NURSES' ASSOCIATION**

As a nursing student at the University of Providence, UPSNA will provide you with information and networking skills to reach your employment goals.

Currently, the University of Providence is working with the National Student Nurses' Association to establish a chapter on campus.

SECTION IV

Nursing Department Faculty and Staff

**NURSING DEPARTMENT
FACULTY & STAFF**

Nursing Department Faculty & Staff Directory: <https://www.uprovidence.edu/about/faculty-and-staff/>

SECTION V

Academic Standards

Grading Policy

Vander Werff BSN Program

GRADING POLICY

At the heart of our nursing program is a commitment to academic excellence, professional integrity, and the preparation of competent, compassionate nurses. This grading policy is designed to ensure consistency, fairness, and transparency in the evaluation of student performance. It reflects the rigorous standards of the nursing profession and supports students in achieving the knowledge, skills, and clinical judgement necessary for safe and effective practice. By clearly outlining expectations and assessment criteria, we aim to foster a learning environment that promotes accountability, growth, and success.

To progress in the nursing program, the student must maintain course exam and quiz scores at a minimum of 75% before other scores are added to determine the final grade for the course. Failure to obtain a 75% average for course exams will result in course failure regardless of the number of points earned for other course activities. *NOTE: Rounding examination and quiz scores will not be rounded, final grades will be rounded per standard rounding rules – e.g. 74.5 would be recorded as a 75*

If the nursing course has a lab/clinical component, the student must receive a pass for the lab/clinical to pass the entire course, and to progress in the nursing program.

The following grading scale has been adopted by the faculty for calculation of course grades.

GRADING SCALE OF THE NURSING DEPARTMENT:

A Student must achieve a minimum of a “C” or better to pass this course and continue in the nursing program.

A= 92-100%

B=83-91%

C=75-82%

D=66-74% (unable to progress in the nursing major)

F=Below 65% (unable to progress in the nursing major)

**Please note: standard rounding rules will be applied towards final grades of greater than or equal to 0.5% This will not apply to examination or quiz scores.

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Vander Werff BSN Program

***Dress Code Policy**

Professional appearance is a vital component of nursing practice and reflects the standards, values, and expectations of the healthcare profession. The dress code policy for the nursing program is designed to promote a consistent, safe, and professional image that aligns with clinical and academic settings. By adhering to these guidelines, students demonstrate respect for patients, faculty, peers, and the nursing profession, while also ensuring readiness for the responsibilities of clinical practice. It is the student's responsibility to ensure that their scrubs with the *Vander Werff BSN Program* are worn only by persons who are associated with University of Providence Nursing. As the State Board of Nursing is very clear about how nurses identify themselves in practice, it is critical that all persons wearing the University of Providence Nursing attire represent the program.

When students separate from the Vander Werff BSN Program for any reason, including but not limited to graduation, change of major, or withdrawal from the university, they must not donate clothing articles with the University of Providence logo to second hand stores, sell in garage/yard sales, or give to friends/family who are not associated with the Vander Werff BSN Program. If uniforms are in good condition and students wish to sell or donate their uniforms to an accepted nursing student or donate to the Vander Werff UP-Nursing Program, this is acceptable. The UP-student uniform may not be worn at your personal place of employment. This poses a conflict of interest when you wear the UP uniform with logo while clocked in on duty for your job. If you are reported to the UP faculty or seen by UP faculty wearing the student uniform on your job, disciplinary action will follow. The Vander Werff BSN Program has adopted the following dress code for nursing students in clinical areas. For these purposes, labs are considered to be the same as clinical.

PROFESSIONAL ATTIRE: (when other than scrubs are required; refer to specific agency policies and course clinical assignments)

- University of Providence Name Badge/Appropriate identification (name/picture badges)
- Some clinical experiences may require students to wear scrub jacket or a white lab coat over professional clothing (See individual course assignments. Jacket must be the same color as the scrubs).
- Clean and unwrinkled dresses, skirts, pants hemmed to appropriate length, (blue jeans per instructor discretion, without holes, rips or frays), shirts with no writing on them and no sleeveless shirts. No hats are to be worn.
- Clean shoes that cover the entire foot and worn with socks/stockings

UNIFORM ITEMS: (for clinical settings-unless instructed differently by nursing faculty):

- Navy blue scrubs with University of Providence logo-clean and unwrinkled
- Visible undergarments must be clean and either white or black in color without thumb holes
- University of Providence Name Badge/ID as required by clinical facility (Photo ID required at

some agencies)

- Shoes that are clean, closed toe, no open backs, no sandals, no flip-flops, no fuzzy ankle boots, non-flashy or fluorescent colored, cover the entire foot with good traction. Shoes must be clean and free from mud and dirt and odors, and fecal material.
- Stethoscope, watch with second hand, penlight
- Other assigned clinical areas, please see instructor for appropriate dress
- Hats are not considered appropriate and should not be worn in clinical or lab settings

PERSONAL APPEARANCE:

- Hair should be clean and of a natural color (no blue, green, purple or bright red or yellow for example). Hair is to be 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.
- Students must be clean-shaven or have neat, well-groomed beard/mustache
- No perfume, aftershave, cologne or scented lotion
- The odor of smoke or tobacco shall not be present on a student's clothing or breath; students may be asked to leave the clinical assignment; this may result in a clinical failure for the day.
- Short, unpolished, natural fingernails (no artificial nails)
- No studs, posts or rings in any visible piercing sites with the exception of a maximum of two post or stud-type earrings in each ear. Students with gauged ears must wear flesh-colored plugs.
- No jewelry will be worn that could potentially injure a client or the student or compromise safety. The only jewelry allowed is one ring band, a wristwatch, and items used for medical identification. Necklaces must be under clothing and taped to the skin.
- No visible tattoos
- No chewing of gum
- Modest attire (no midriff visible or low-cut necklines)

Social Networking Policy

The purpose of this policy is to promote professional, ethical, and responsible use of social media by nursing students, ensuring compliance with legal standards, protection of patient privacy, and upholding the integrity of the nursing profession.

The policy applies to all students enrolled in the Vander Werff BSN Program at the University of Providence and covers all forms of social media, including but not limited to:

- Facebook, Instagram, X (formerly Twitter), TikTok, LinkedIn
- Blogs, vlogs, podcasts
- Messaging apps (e.g., WhatsApp, Snapchat)
- Online forums and discussion boards

These guidelines are adapted from the National Council of State Boards of Nursing *White Paper: A Nurse's Guide to the Use of Social Media*. [Social Media.pdf](#)

All students are expected to abide by these guidelines while engaged in any way with patients or clients. All students are encouraged to discuss with the Nursing Department faculty their plans for community service at home or abroad prior to the event/trip so that specific questions related to human rights, privacy and confidentiality can be addressed.

Policy Guidelines:

Patient Privacy and Confidentiality

- Do not post any patient information, images, or identities (including names, initials, room numbers, or unique conditions), even if de-identified.
- HIPAA compliance is mandatory. Any breach may result in disciplinary action and legal consequences.
- Do not share, post or otherwise disseminate any information, including images, about a patient or information gained in the nurse-patient relationship with anyone unless there is a patient care related need to disclose the information or other legal obligation to do so.
- Do not identify patients by name or post or publish information that may lead to the identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy.
- Do not refer to patients in a disparaging manner, even if the patient is not identified.
- Do not take photos or videos of patients on personal devices, including cell phones. Follow employer policies for taking photographs or videos of patients for treatment or other legitimate purposes using employer-provided devices.

- Consult employer policies or an appropriate leader within the organization for guidance regarding work related postings.
- Promptly report any identified breach of confidentiality or privacy.
- Be aware of and comply with employer policies regarding the use of employer-owned computers, cameras and other electronic devices, and use of personal devices in the workplace.
- Do not make disparaging remarks about employers or co-workers or classmates. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.

Professional Boundaries

- Maintain a clear separation between personal and professional online presence.
- Do not “friend,” “follow,” or otherwise engage with patients or their families on personal social media accounts.
- Avoid posting about clinical experiences in a way that could be perceived as unprofessional or disrespectful.

Representation of the Nursing Profession

- Students are expected to uphold the values of nursing in all online interactions
- Avoid posting content that could be interpreted as discriminatory, harassing, or offensive.

Best Practices

- Use privacy settings but assume all content is public
- Think before posting-” Would I be comfortable with a faculty member, employer, or patient seeing this?”
- Engage in positive, educational, and professional dialogue when using social media for academic or advocacy purposes.

Nursing Lab/Simulation Policies and Guidelines

The nursing labs at the University of Providence are considered clinical nursing sites. Proper behavior and attire are necessary to enhance the learning experience. Students must adhere to the Code of Ethics for Nurses and maintain professional behavior at all times, showing respect for faculty, peers, mannequins/patient simulators, and the lab environment. All equipment and supplies in the labs are for lab/simulation purposes only, not for personal use.

What is Simulation?

Simulation in the nursing lab is a structured, evidence-based educational strategy that replicates real-world clinical scenarios in a safe, controlled environment. It allows students to develop, apply, and refine their clinical judgement, critical thinking, communication, and psychomotor skills without risk to actual patients.

Using high-fidelity manikins, standardized patients, task trainers, and virtual platforms, simulation provides immersive learning experiences that mirror the complexities of modern healthcare. These experiences are guided by faculty and include prebriefing, active participation, and debriefing to promote reflection, feedback, and continuous improvement. Simulation is an essential component of nursing education that bridges the gap between theory and practice, preparing students for competent, compassionate, and confident patient care.

Simulation Scenarios

Scenarios involve active participation of the students into the practice environment. Mannequins are used with respect and treated as if they were actual patients. The lab is a learning environment where students are involved in the scenario as well as student observers. This is a safe, confidential learning environment, and no discussion of the actions of fellow students should take place outside of the lab.

What is Debriefing?

Debriefing is a structured time following a scenario that involves the immediate feedback and critical analysis of the simulation. It is a communication tool for the students participating in the exercise. The purpose is to provide active evaluation and focus on the positive aspects of the scenario, while also providing constructive feedback where improvement is needed. Debriefing allows time to answer questions and reinforce learning objectives.

What is Remediation?

Remediation may be required for any skill check-off and/or simulation in which the stated learning outcomes are not successfully met, and/or safety measures are not adequate.

Remediation will be assigned by the staff/faculty involved in the skill/simulation demonstration. Students will have three opportunities to pass each skill, following a remediation plan:

Initial Skill: Will be conducted by the Course Faculty/Lab Coordinator

Remediation #1: Students who do not pass the initial skill will have 2 extra hours of practice. Along with that students will need to complete a written reflection answering the following questions:

1. What is the rationale of performing the skill (when to do it and why)
2. What went wrong during the first skill attempt
3. What do I need to do differently for the next skill attempt (what should I focus on or do differently)
4. What did I learn from this experience

Remediation #1: Will be conducted by the lab coordinator and must be done before the next skill check-off.

Remediation #2: Students who do not pass remediation #2 will have to practice an additional 2 hours and review videos and resources on the skill. They will have to meet with the Course Faculty/Course Coordinator and develop a Success Plan before testing Remediation #3. This will be conducted by the Lab Coordinator/Course Faculty and one other faculty member.

Remediation #3: Not passing remediation #3, **WILL constitute a fail for the lab portion of the course and students will not progress in the nursing major.**

If a student is a no-show for any of the skills checkoffs including remediation, they will fail that skills check-off.

If you have to remediate more than two skills, this may constitute a fail for the lab portion of the course.

Remediation for a simulation will be a repeat of the simulation that was not successfully completed. Faculty and staff collaborate to ensure clear expectations and remediation are consistent and fair. Faculty and staff retain the right to modify the remediation requirements as deemed appropriate to the degree that the simulation objectives were not met. That includes, but is not limited to, additional lab requirements, additional simulation time, additional written work, etc.

Lab Guidelines:

Please follow these guidelines when using nursing labs and participating in simulation and scenarios:

- Wear appropriate clinical attire specified by the Dress Code Policy including UP name badge, unless otherwise specified by your faculty or lab instructor/facilitator.
- Wear closed-toed shoes
- Use the alcohol gel hand sanitizer prior to any “hand on” activity with the mannequins or equipment
- Animals are not allowed in the nursing labs, unless otherwise specified by your faculty or lab instructor/facilitator

- Children are not allowed in the nursing labs, unless otherwise specified by your faculty or lab instructor/facilitator
- Only drinks with closed lids are allowed in labs
- Eating is only allowed at the tables and with permission of instructor
- Do not use betadine, markers, or pens on the mannequins
- Use only the provided lubricant if it is needed
- Regard mannequins as actual people keeping in mind safety, infection and HIPPA regulations.
- Demonstrate therapeutic communication by introducing self, addressing the client professionally, active listening, and closed loop communication with team members.
- Utilize sound time management and prioritize care appropriately
- Remain professional and confidential regarding the performance of other students
- Come prepared for simulations including research notes and necessary equipment (e.g. stethoscopes)
- Do not use the equipment for any purpose other than specified
- No invasive procedures are allowed in the labs
- Report any malfunction or abuse to the lab faculty
- Maintain a safe working environment
- Work area must be left clean, organized and sanitized before leaving the lab
- The mannequins and their environment must be left as follows: gown and bedding appropriately covering patient, bedding straightened, equipment put away or organized on bedside table, gloves and other trash discarded
- Wash hands with soap and water when finished in the simulation lab
- Faculty and staff have the right to remove students from simulation/lab experiences if the conduct code is violated
- Refer to the Social Networking Policy for appropriate use of technology in the lab and clinical settings
- Students are not allowed to take photos or videos in the lab, except for the purpose of an assignment or as specified/approved by the faculty or lab instructor

University of Providence Nursing Program
Remediation Form

Remediation is to assist students in improving their performance. Each faculty will independently determine the remediation plan based on individual course learning outcomes.

Date: _____

Student Name: _____

Faulty Name: _____

Description of the concern requiring remediation: (attach documentation if applicable)

Corresponds with which course learning outcome:

Plan for improvement and remediation requirements: (attach documentation if applicable)

Date remediation must be completed by: _____

Consequence if plan for remediation not met:

Student Signature:

Date:

Faculty Signature:

Date:

| | | | |
|--------------------------|-----|---------|-------|
| Improvement Observed by: | | | Date: |
| Improvement Observed by: | | | Date: |
| Remediation Requirements | Met | Not Met | |
| Student Signature: | | | Date: |
| Faculty Signature: | | | Date: |

Comments:

Vander Werff BSN Program
CLINICAL ABSENCE POLICY

The purpose of the clinical absence policy is to ensure nursing students maintain professional standards and meet clinical learning objectives. This policy outlines expectations and procedures regarding absences from scheduled clinical experiences.

Attendance at all scheduled clinical experiences is **MANDATORY**. Clinical hours are essential for meeting course objectives, developing competency, and fulfilling licensure requirements. Absences may jeopardize a student's ability to progress in the program. Records of attendance are kept for each clinical session. Excused clinical absences are granted only for personal illness, injury or illness accident or death of a significant other. Students who anticipate missing clinical due to an official college function must consult with the clinical faculty at least two weeks in advance of the function to determine whether or not the absence is feasible.

All clinical absences must be reported to the clinical faculty, course coordinator and/or clinical site (as per faculty instructions) prior to the time for the clinical to begin. An unexcused absence may result in the failure or immediate withdrawal from the nursing course and/or major. Unusual circumstances related to the unexcused absence will be reviewed by the faculty on an individual basis. The faculty may require written documentation from the student's healthcare provider following an illness.

The faculty has the responsibility to ensure patient safety is not compromised. Therefore, any student unable to participate fully in providing safe and effective care to patients will be dismissed from the clinical experience and incur a clinical absence. Students who are unprepared for a clinical/lab/agency experience, as determined by faculty, will be sent home. This day will be considered an absence. The faculty reserves the right to send home any student deemed ill, physically or emotionally.

If a student misses two or more excused clinical shifts, it may result in failure of the course or need to withdraw from the nursing course and/or major.

It is the responsibility of the student to meet with faculty after being absent to determine if make-up is required, appropriate, or possible. The faculty reserves the right to determine whether or not makeup of missed clinical courses would be appropriate and necessary for a student to successfully achieve the objectives of a laboratory or clinical course.

Rescheduling a clinical experience may not be possible due to:

- Clinical experiences are not able to be replicated at a time other than when they are scheduled
- The time into the semester, because faculty may be unable to schedule or design clinical make-up experiences during the second half of the semester

- The type of experience or scheduling with the faculty and/or agency are not available
- The clinical agencies' schedules may be disrupted significantly by absences or extra clinical days due to student make-up days

The faculty may work with the student to develop a simulation day that would be congruent with the hospital clinical day to ensure that the student receives the experience and content information from an excused clinical absence.

Access to Clinical Experiences:

Clinical experiences begin at the 300-level nursing courses and occurs in diverse community settings, varying from Great Falls hospitals, public health centers, assisted-living, long-term care, home health visits, mental health settings, and school settings. Each nursing course at the University of Providence provides quality, personalized learning experiences.

Students are expected to purchase uniforms, name tags, and other items needed for clinical experience. Prior to beginning 300-level courses, nursing students must show proof of current Cardiopulmonary resuscitation certification for healthcare professionals and freedom from communicable tuberculosis and immunity to hepatitis B, poliomyelitis, varicella, rubeola, rubella, and mumps.

Professional nursing is regulated by the state legislative bodies to protect the health, safety, and welfare of the public. The laws are designed to prevent incompetent persons from practicing the profession by establishing minimum standards to be met for licensure.

As part of their educational program, student nurses are entrusted with the responsibility of providing certain kinds of nursing care to clients. It is the responsibility of the clinical instructor to determine that the student nurse has demonstrated reasonable competence to render nursing interventions without risk to the client. If the clinical instructor's evaluation of the student nurse's behavior or health status indicates that he or she is likely to provide unsafe nursing care, the clinical instructor has the legal responsibility to deny the student nurse access to clinical learning experiences.

Professional liability insurance coverage is required for students engaged in clinical experiences and is covered by the University of Providence.

ACADEMIC POLICIES

Vander Werff BSN Student Success Plan

The Student Success Plan (SSP) is a proactive, collaborative approach to support nursing students in achieving academic, clinical, and professional success. It is designed to identify challenges early, provide structured support, and promote student accountability and growth. Our SSP for students includes referring students to the Academic Success Center (ASC) and encouraging students to seek assistance from the professors/faculty members as soon as possible.

A Student Success Plan may be initiated when a student:

- Receives less than a “C” or <75% on the first exam of the semester
- Who has an average exam grade of <79% at midterm
- Demonstrates a pattern of late or incomplete assignments
- Has a pattern of absenteeism from class
- Is interested in receiving study tips and improving their academic performance

Components of the Student Success Plan:

- Identified concerns
- Student reflection
- Action steps
- Faculty support
- Timeline
- Outcomes

Disability Accommodation Statement

The University of Providence is committed to providing an accessible learning environment for all students. If you have a documented disability and require accommodations, please contact the Accessibility Services.

Please refer to the University of Providence Student Handbook to learn about Providence’s policies and statements regarding learning disabilities.

Guidelines for Accommodating Students with Disabilities

The Vander Werff BSN curriculum often requires physical demands, e.g., standing, sitting, walking, pushing and lifting, more strenuous than the usual activities of daily living. Present and past physical demands of conditions may hinder one’s ability to perform these physical activities. In addition, the demands of decision making and complex problem solving as a nursing student

may produce challenges and stress beyond the usual of daily living.

The Vander Werff BSN program coordinates with the University of Providence requirements for students to disclose a disability that might make meeting the essential elements of the nursing curriculum difficult. Disclosure of the disability to the program director must occur before admission or as soon as possible after learning of a disability, whichever is sooner, as well as the Student Support Services.

Once admitted to the University of Providence, *all students must be measured by the same academic standards*. Regardless of disability and reasonable accommodation, a student must pass all courses at an acceptable level and master all essential clinical competencies.

Failure to adhere to any of the following policies may result in disciplinary action, including but not limited to dismissal from the nursing major

Academic Integrity

Students within the Vander Werff BSN program are expected to adhere to and follow the University of Providence's Academic and Code of Conduct policies. The academic policies of the Vander Werff BSN program are in accordance with the overall University policies, and when additional academic policies exist for Nursing major students and are outlined below. As such, it is important for students to exhibit high standards of academic conduct and integrity in coursework and activities both within nursing and non-nursing courses, while actively enrolled at the University of Providence. Academic Integrity Violations either in nursing or non-nursing courses, may impact a student's ability to progress in the nursing major. (*Refer to the University of Providence Policy Manual*).

Plagiarism Definition

Plagiarism is defined as the act of presenting someone else's work as one's own. This encompasses the unauthorized and unacknowledged utilization of phrases, sentences, paragraphs, ideas, illustrations, drawings, photographs, or computer programs that belong to another individual. Plagiarism can occur through the reproduction of exact or nearly exact words without proper quotation marks, or by omitting citations altogether. In the digital age, it is essential to recognize that the use of ChatGPT or similar AI programs to generate content without appropriate attribution also falls within the purview of plagiarism. Any form of intellectual property, whether human-generated or produced by AI, requires due credit and citation to maintain academic and ethical standards. (*Refer to the University of Providence Policy Manual*).

Guidelines for Assignments

All assignments must be submitted by the due date. Late assignments will receive no credit unless arrangements for extenuating circumstances have been made with the faculty of the course prior to the due date and time. The faculty reserves the right to adjust grading based on extenuating circumstances considered when accepting an assignment after the due date and time.

Test Review

To support learning and uphold academic integrity, the Vander Werff BSN program provides structured opportunities for students to review their performance on course examinations. The following policy must be adhered to:

1. Tests will be reviewed only under supervision.
2. Review will be done by appointment or during designated class time.
3. It is acceptable to make brief notes while reviewing the test(s); however, exact reproduction of test item is prohibited.

Test Taking

The student is allowed to take only the required materials to the testing room. Backpacks, books, food, drinks, and all other personal items including caps/hats shall remain at the front of the class with the test proctor. Instructors are responsible for indicating what materials the student may have with him/her during the test.

Attendance Policy

The profession of nursing requires commitment and responsible behavior. For classes, the Vander Werff BSN program endorses the attendance criteria found in the University of Providence Student Academic Policy Manual. It is the responsibility of the student to meet with faculty to determine if make-up is required, appropriate, or possible.

For clinical/lab experiences, see Clinical Absence Policy in the Vander Werff BSN Student Handbook. * Clinical experiences include on-campus nursing laboratory and off-campus clinical assignments.

Professionalism

Students at the University of Providence are expected to conduct themselves in a professional manner in accordance with the guidelines established by the University of Providence Code of Conduct Policy. The American Nurses Association Code of Ethics for Nurses (2025)

<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/> and the Montana Board of Nursing. Vander Werff BSN students are a reflection of both the nursing profession and the University of Providence. As one of the most trusted professions, it is critical that nursing students interact with professors, peers, and patients with professional behavior and communication. Components of professionalism include but are not limited to the following:

- Adhering to the Vander Werff BSN program dress code.
- Displaying professionalism while in class and at clinical rotations by treating all individuals with respect, compassion, and dignity.
- 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.
- Respecting the time of others by being punctual to class, meetings, and clinical sites

- Responding to emails, telephone calls, etc in a timely manner.
- Demonstrate the ability to use good judgement in decision making.
- Participate in course activities as scheduled throughout the nursing program.
- Communicate with others with respect, sensitivity, and care in all forms (including verbal, nonverbal, written, and electronic).
- Maintain standards of confidentiality and academic integrity in all academic and professional endeavors while enrolled as a University of Providence student.

Electronic Communication Devices

Use of cellular phones or any other electronic communication device for any purpose during a clinical/lab class or exam is prohibited by the Vander Werff BSN program, unless expressly permitted by the instructor. Use of electronic communication devices without permission from faculty may result in disciplinary action.

Academic Grievance Policy

If an individual student has questions concerning the conduct of classes, grading procedures, or other matters concerning an academic record or progress, students first attempt to solve the problem on an informal basis by communicating with the instructor with whom he/she has a complaint. If that does not provide a satisfactory resolution of the issues, the student should schedule a mediation meeting with the Coordinator of Student/Faculty Relations. Only after the first two steps have been followed should the student request that the Coordinator of Student/Faculty Relations notify the appropriate Department Chair or Division chair that the first two steps have not resolved the problem. The student should write a letter to the applicable Department Chair or Division Chair carefully describing the reason(s) for his/her complaint. Students should follow the *University of Providence Policy Manual*.

Vander Werff BSN Program

Discipline Policy

The Vander Werff BSN Program is committed to fostering a learning environment that upholds the highest standards of academic integrity, professional behavior, and ethical conduct. Nursing students are expected to demonstrate accountability, respect, and responsibility in all academic and clinical settings. In addition to student conduct expectations specific to the University of Providence Code of Student Conduct (found in the *University of Providence Policy Manual*), the following are examples of violations of student conduct that pertain to the Vander Werff BSN Program:

1. Unsafe clinical practice, including but not limited to:
 - Exhibiting altered cognition/behaviors/symptoms of being under the influence of substance within the clinical or lab setting.
 - Serious errors that potentially affect clients' life or safety.
 - Neglect or abandonment of patient care duties.
 - Failure to perform assigned nursing tasks competently and safely.
 - Falsifying patient records or clinical assignments.
2. Inappropriate conduct, including but not limited to:
 - Non-compliance with professional dress code standards.
 - Inappropriate behavior, language, or attitude towards patients, peers, or faculty.
 - Breach of patient confidentiality.
 - Failure to report errors promptly and transparently.
 - Disregard for established protocols and guidelines.
 - Ineffective communication and collaboration within the clinical/lab setting.
3. Unexcused clinical or lab absence* (for example, not calling the instructor in advance, not showing up for clinical/lab, or missing clinical/lab for a sports event or sports practice without prior approval from faculty).

***TWO or** more unexcused absences from clinical or lab may jeopardize student progression in nursing major.

Procedures: Issues involving misconduct will be guided by the University of Providence expectations for student conduct, found in the student handbook.

The following assumptions and actions will guide nursing faculty response to issues of student misconduct:

1. The faculty involved will address the misconduct with the student(s) quickly and as effectively as possible.

2. Every effort will be made to maintain open lines of communication between the faculty involved and student(s).
3. The faculty involved will document the alleged misconduct using the Disciplinary Action Form. A copy of the completed Disciplinary Action Form will be placed in the student file. (See form on next page).
4. All allegations of misconduct that could jeopardize student progression in the nursing major will be brought to the program director for discussion, advisement, and decision-making.
5. Serum or urine drug testing may be required at the expense of the student.

Potential consequences of student misconduct may include the following:

1. A failing grade or mark of zero in a course, assignment, or examination.
2. Inability to progress and dismissal from the Vander Werff BSN program.

**Vander Werff BSN Program
Disciplinary Action Form**

Today's Date: _____

Student Name: _____

Date of Incident: _____

Course/Clinical Site/Location (if applicable) _____

Faculty Name: _____

Disciplinary Action:

Written Warning

Written Warning and Suspension from Vander Werff BSN Program

Type of Violation:

- Academic Dishonesty
- Unprofessional Conduct
- Breach of Confidentiality
- Unsafe Clinical Practice
- Policy Violation (specify): _____
- Other (specify): _____

Description of Incident (attach documentation, if any)

(provide a factual summary of the incident)

Witness, if any:

Student Response:

Corrective Action: (list goals, timetables, expectations for improvement)

Consequence(s) if student repeats this offense:

Date of next meeting for follow up:

I have received and read this disciplinary action form. I have been informed that a copy of this disciplinary action form will be placed in my student file.

Student Signature: _____ Date: _____
Faculty Signature: _____ Date: _____

Vander Werff BSN Program
Access to Clinical Statement

Clinical experiences begin at the 300-level nursing courses and occurs in diverse community settings, varying from Great Falls hospitals, public health centers, assisted-living, long-term care, home health visits, mental health settings, and school settings. While nursing clinical is primarily in Great Falls, out of town clinical may be required, necessitating personal transportation at the student's expense. In addition, on campus clinical experiences are provided in the on-campus nursing simulation lab center. Each nursing course at the University of Providence provides quality, personalized learning experiences.

Students are expected to purchase uniforms, name tags, and other items needed for clinical experience. Prior to beginning 300-level courses, nursing students must demonstrate specific clinical readiness requirements required by our third-party clinical affiliates. These requirements must be kept current throughout the program duration and include, but may not be limited to, up-to-date immunization records, a criminal background check, a 10-panel urine drug screen, maintenance of current health insurance, and American Heart Association Basic Life Support for Healthcare Providers certification.

Professional nursing is regulated in Montana by the Board of Nursing to protect the health, safety, and welfare of the public. As part of their educational program, student nurses are entrusted with the responsibility of providing certain kinds of nursing care to clients/patients. It is the responsibility of the faculty to determine that the student nurse has demonstrated reasonable competence to render nursing interventions without risk to the client/patient. If the faculty member's evaluation of the student nurse's behavior or health status indicated that he or she is likely to provide unsafe nursing care as outlined in the course expectations, the Statutes and Rules of Nursing, and the ANA Code of Ethics, the faculty has the legal responsibility to deny the student nurse access to clinical learning experience. Professional liability insurance coverage is required for students engaged in clinical experiences and is covered by the University of Providence.

At the University of Providence, all students are required to practice in accordance with the Statutes and Rules of Nursing for the State of Montana:
<https://boards.bsd.dli.mt.gov/nursing/regulations/statues>

In addition to the legal standards of professional nursing practices, students must also adhere to the Code of Ethics of Nursing as established by the American Nurses Association. [2025 Code of Ethics for Nurses | American Nurses Enterprise](https://www.nursingworld.org/-/media/assets/nursing-practice/ethics/2025-code-of-ethics-for-nurses.ashx)

Immunization Records

As part of the nursing program curriculum, nursing students are placed with third-party healthcare providers and receive in-person clinical experiences as explained in the *Access to Clinical Statement*. Third-party healthcare providers may require proof of certain vaccinations as a condition of access to their medical facilities and in-person clinical experiences. The University of Providence and the Vander Werff BSN program have no control over the vaccination requirements set by these third-party healthcare providers.

Students must provide copies of certain documents to a designated electronic system for verification and tracking purposes. To request a specific vaccination waiver form, students must reach out to the program director as different forms are required by each of the clinical partners that may need to be submitted.

Student Criminal Background Checks

To ensure the safety of patients, staff, and the public, and to comply with clinical site requirements, all students admitted to the Vander Werff BSN Program must undergo a criminal background check as part of the application process into the nursing major and prior to entering 300-level nursing courses and placement in any clinical setting. Students with criminal background checks that reveal a record will be evaluated individually to determine whether they will be admitted to the nursing major.

Procedure:

1. Prospective students will be informed in college publications, web information, and the nursing major application that a criminal background check will be required prior to beginning any clinical coursework. Information will also be provided regarding where students can obtain the necessary background check.
2. The background check will include statewide criminal records and residency history, as these are currently required by clinical agencies.
3. At the discretion of the Vander Werff BSN Program, additional checks may be requested. Any additional checks that may be required will be done at the student's expense.
4. Students whose criminal background check reveals a record will be reviewed individually by the Vander Werff BSN Program director to determine eligibility for placement. No student will be enrolled in a clinical nursing course with an unacceptable recorded revealed during the background check.

Urine Drug Screen

To ensure the safety of patients and compliance with clinical site requirements, all students enrolled in the Vander Werff BSN Program are required to complete urine drug screening as a condition of participation in 300-level clinical rotations. All students must submit evidence of a negative 10-panel urine drug screen that has been completed no more than 30 days prior to the start of nursing courses. Inability to comply with the outlined clinical readiness requirements may interfere with a student's ability to participate in the nursing program clinical requirements, making the student ineligible to progress in the nursing major.

Insurance

Students must be covered with liability insurance for all clinical courses, beginning with the first nursing laboratory course. The University of Providence contracts with an insurance company to provide this coverage at no additional cost to the student.

It is a requirement of our third-party clinical affiliates that all students have health insurance. For those not already covered by a policy, health insurance must be purchased at the beginning of the semester.

CPR Certification

Students are required to have current American Heart Association Basic Life Support for Healthcare Providers certification prior to beginning clinical and must update this CPR certification as required. It is the responsibility of each student to obtain and maintain this certification.

Inclement Weather Policy for Clinical

The safety of students, patients, and faculty is a top priority in the Vander Werff BSN Program. Clinical experiences are essential components of nursing education and are expected to continue during inclement weather. It should be noted that winter and spring storms are not uncommon in Montana and typically, highways and collector roads are well maintained for safe driving conditions. However, students need to determine their own ability to travel in inclement weather. As inclement weather can vary significantly from one part of the state to another, conditions where students are traveling to clinical may not always be the same as they are in Great Falls. Hospitals do not close in bad weather, and students are expected to leave early enough to have time to drive safely. Students are encouraged to utilize the mdt.mt.gov website for road condition reports, alerts, and closures as they make travel plans. Faculty will utilize the same system to make decisions regarding clinical cancellation, communicating this decision to students via email. If the University of Providence is closed due to the weather, there will be no classes or clinical shifts. Cancelled clinical shifts will be rescheduled, if possible, or an alternative assignment will be provided by the course faculty.

Recognizing that no website or external report will report "in-the-moment" conditions for every stretch of road in Montana, that road conditions can be unpredictable, and students may have varying comfort driving in Montana weather conditions, if the clinical shift is not cancelled, students who opt to miss clinical due to road conditions need to notify the course faculty and/or CRRN, if applicable, via email. Students must also contact the clinical site via phone at least 30 minutes prior to the start of the clinical shift. Students will also have to make up the time/absence through an alternate assignment provided by the course faculty. Additionally, students need to keep their instructors informed if they need to arrive late or depart early from clinical due to inclement weather. Late arrival or early departure may be overlooked in the event of poor road and weather conditions; however, if a student misses half or more of a scheduled clinical shift, students may be required to make up the time through a supplemental assignment.

Recurrent absences from clinical may result in an incomplete or "I" grade in the course until additional clinical hours can be scheduled and completed to maintain compliance with Montana Board of Nursing Administrative Rules.

Technical Standards

The goal of the Vander Werff 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.

Disabilities

The Vander Werff BSN Program is committed to providing equal access to educational opportunities for all qualified students, in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA).

Students with documented disabilities are entitled to reasonable accommodations that support their academic success, provided such accommodations do not fundamentally alter the nature of the program or compromise patient safety. To be qualified for nursing at the University of Providence those individuals must be able to meet both our academic standards and the technical standards, with or without reasonable accommodations:

1. Observation/Sensory-Motor:

- a. Have sufficient use of the senses necessary to perform a physical examination and differentiate normal and abnormal findings to include; heart, breath, abdominal, and other sounds of the human body.
- b. Have sufficient use of the senses to detect and respond appropriately to visual, auditory, tactical, and olfactory signals affecting patient care.
- c. Accurately differentiate colors sufficiently to identify wound drainage, alarms, and markings on clinical equipment including but not limited to gradations of chemical test strips.
- d. Detect and respond appropriately to activation/warning signals on equipment including auditory and visual signals.
- e. Distinguish small print, including but not limited to that on medication labels and gradations on syringes.
- f. Observe and assess conditions of a patient accurately, at a distance and close at hand,

including non-verbal communication.

- g. Observe and participate in demonstrations and experiments in the basic sciences including computer assisted instruction and simulation experiences.
- h. Observe and evaluate digital or waveform readings.
- i. Identify signs of disease as manifested through physical examination including visual images of the body surfaces, palpable changes in various organs and tissues, and auditory information.

2. Communication

- a. Communicate accurately, effectively and in a timely manner with other students, faculty, staff, patients, families, and other professionals whether in person or through technology.
- b. Communicate clearly and understandably through both written and verbal English language.
- c. Demonstrate communication skills sensitive to cultural variation and with respect for diversity of patients, families, faculty, staff, and colleagues.
- d. Process and accurately convey information regarding patient status including changes in mood, activity, and non-verbal communications.
- e. Accurately obtain, record, and maintain patient records including assessments, care plans, treatments, physician orders and other elements of the health record.
- f. Manage conflict appropriately, respectfully and at the correct level of intervention.

3. Behavioral and Social Attributes

- a. Demonstrate compassion, sensitivity, and concern for others.
- b. Demonstrate understanding and adherence to professional standards of nursing practice.
- c. Function effectively under physically & mentally taxing workloads including in times of stress.
- d. Adapt to an environment that may change rapidly without warning and/or in unpredictable ways.
- e. Maintain appropriate professional decorum when exposed to stressful situations including unusual sights and smells.
- f. Maintain confidentiality with regard to all phases of work.

4. Psychomotor

- a. Execute physical movements required to provide general care and treatment to all patients in all health care settings, including static and dynamic movements.
- b. Perform inspection, palpation, auscultation, percussion, and other diagnostic maneuvers.
- c. Move and position heavy and/or large equipment commonly used in clinical settings.
- d. Lift, move and transfer patients with or without assistance or assistive devices as commonly practiced within clinical settings.
- e. Operate diagnostic or therapeutic devices including but not limited to IV pumps, cardiac monitors, and other devices by manipulating knobs, dials, buttons, and keyboards.
- f. Perform basic life support, including CPR and AED, and other BLS functions.

- g. Provide holistic nursing care and perform or assist with procedures, treatments, and medication administration.
- h. Respond to emergencies precisely, consistently, accurately, and quickly.

5. Intellectual-Conceptual and Integrative

- a. Accurately perform mathematical calculations and calculate medication dosages & IV rates from instructions given.
- b. Analyze, collect, and synthesize data to reach diagnostic and therapeutic judgments and to develop an appropriate plan of care.
- c. Effectively perform ongoing assessments based on the patient's status.
- d. Demonstrate cognitive capacity to provide patient care including but not limited to medication administration and treatments in accordance with standard practice.
- e. Implement universal precautions and appropriate levels of patient isolation protection.
- f. Effectively prioritize multiple tasks.
- g. Manage the demands of time constraints and frequent interruptions.
- h. Synthesize information including content from didactic courses, apply knowledge and problem solving as appropriate for the current level of progression within the Nursing 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, you should contact the Accessibility Services Office. 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.

For further information regarding services and resources for students with disabilities and/or to request accommodation, please contact the Accessibility Services Office.

Student Attestation

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

Student Name (Printed): _____

Student Signature: _____

Date: _____

Vander Werff BSN Program

Student Exposure to Hazardous Material Procedure

The Vander Werff BSN Program prioritizes the health and safety of students during clinical experiences. In the event of exposure to hazardous materials, including but not limited to bloodborne pathogens, chemical agents, or airborne contaminants, students must follow the procedures outlined below.

Definition of exposure:

Exposure may include needlestick or sharps injury, contact with blood or other potentially infectious materials, inhalation or skin contact with hazardous chemicals, or exposure to airborne pathogens.

1. Immediately following the exposure to blood:
 - a. Wash exposed area thoroughly with soap and water.
 - b. Splashes to the nose, mouth, or skin should be flushed with water.
 - c. Eyes should be irrigated with clean water, saline, or sterile irrigates.
2. Notify the instructor/preceptor for the clinical experience immediately after cleansing the exposed area.
3. Immediately seek medical advice from the provider of the student's choice. For some types of exposure, testing and post-exposure treatment are time-sensitive and may need to be initiated as soon as possible after the exposure. Students may or may not be covered under worker's compensation; costs of follow-up and costs of care are the responsibility of the student.
4. Review facility policies and procedures of the facility at which the incident occurred.
5. Notify the course coordinator/faculty within 24 hours of the incident.
6. Complete a University of Providence Incident Report for Critical Incident at the time of injury or exposure or no later than 48 hours after the incident. The student should work with the course coordinator/faculty to complete the incident report. The incident report is filed within the Vander Werff BSN Program in a file separate from the file of the student involved.

Incident Report Form can be found here:

<https://www.uprovidence.edu/about/campus-safety/#:~:text=University%20of%20Providence%20Incident%20Report>

Student Safety Policies

No Invasive Procedures Policy

Practicing invasive procedures for the sole purpose of learning the skill on fellow students, professors, or staff in the clinical agencies or designated University of Providence labs is forbidden. The faculty of the Vander Werff BSN Program has determined that the risks outweigh the benefits of students or faculty practicing or receiving invasive procedures.

Student nurses may perform invasive procedures for therapeutic purposes if the procedure is performed under the defined policy and procedure of the designated clinical agency. Further, such invasive procedures shall only be performed under direct supervision of a licensed nurse.

Travel

Students are responsible for providing their own transportation to and from clinical facilities. Students may be required to travel in groups for field trips and community assignments. Students are **NOT** permitted to transport patients or clients in any vehicles.

Student Pregnancy

Vander Werff BSN Program at the University of Providence is committed to the health and wellbeing of our pregnant students and their unborn children. A student who is pregnant may continue in the nursing program as long as her health status is satisfactory, and she is able to meet the objectives of the course. Student pregnancy is to be reported to the instructor(s) promptly to minimize risk to the fetus and student. For the safety of the student, she may not enter radioisotopes or x-ray therapy is being administered. In addition, it is the pregnant student's responsibility to provide a written statement from her healthcare provider indicating that there is no known medical reason why she should not continue in the clinical or academic phases of the program. Clinical agencies may have policies that determine the placement of students during pregnancy and assignments will be made accordingly.

Students who deliver during the semester must present a written official statement of health clearance from their healthcare provider permitting return to clinical activities.

Vander Werff BSN Program

Policy for Student Withdrawal & Re-application/Re-entry to the Nursing Major

Students who leave the Vander Werff BSN Program must meet with the program director to clarify their status and may be asked to sign the Student Exit Form.

This withdrawal, re-application/re-entry policy for the Vander Werff BSN Program outlines the procedures and criteria following withdrawal, dismissal, or a leave of absence.

Re-application: Vander Werff BSN students who do not satisfactorily complete the Nursing Practice Fundamentals, Health Assessment, and/or Nursing Ethics and Spirituality courses/labs and who wish to be considered for re-admission, must submit their petition for re-application to the Vander Werff Program Director by February 1. The criteria for re-admission for students who are still enrolled at the University of Providence will reflect the protocol in place for the current pre-nursing applicants. The criteria for re-admission of students no longer enrolled at the University of Providence who will have obtained post-baccalaureate status by the fall following their re-application, will reflect the protocol in place for external transfer students.

The criteria for ABSN students who do not satisfactorily complete the accelerated nursing track and wish to enroll in the Vander Werff BSN program must submit a petition for admission by February 1. The criteria for admission will reflect the protocol in place for current pre-nursing applicants. There is no guarantee that ABSN students wishing to enroll in the Vander Werff BSN program will be admitted.

Re-entry: For Vander Werff BSN students whose break in progression occurs after the first semester of nursing courses are completed, they must submit their petition for re-entry to the Vander Werff BSN Program Director by December 1 (for spring consideration) or May 1 (for fall consideration). See criteria for Progression in Nursing Major.

The nursing faculty will make a decision, on an individual basis, as to whether or not the student can re-apply or be re-admitted into the nursing major. This decision will be based on the petitioning student's previous standing, plan for success, and the availability of space in the program, and may be in competition with other students.

Petition: Depending on the student's individual situation, their petition for re-application or re-entry **may need** to include the following:

1. A letter explaining the extenuating circumstances which contributed to the need for withdrawing and/or cause for failure or GPA falling below 2.75.
2. A detailed plan describing how the student will prevent this situation from recurring.
3. A letter signed by the student's counselor or healthcare provider that attests to the ability of the student to work towards meeting the expected learning outcomes of the nursing major.
4. Attend a mandatory meeting with the Vander Werff BSN Program Director to discuss the re-application or re-entry request and address any additional requirements.

If appropriate, the plan must specifically address what steps will be taken to be successful in this program.

Possible areas to consider addressing in the plan include:

1. Comply with recommendations of healthcare provider (if applicable)
2. Participate in counseling*
3. Utilize academic support resources on campus
4. Contract with a study partner
5. Focus on improving communication
6. Meet with advisor and instructors as needed

*If part of the plan for success includes participation in counseling, the student will need to sign a consent for so that the nursing faculty can verify the student is following the plan for success. Consent will allow faculty to verify attendance only and not any content of counseling sessions.

Graduation Requirements: Information related to graduation, including graduating with honors, can be found on the University of Providence website on the UP-Registrar's Office webpage. If students need further information, they may contact the registrar's office directly.

Vander Werff BSN Program

Student Exit Form

Date: _____

Name of Student: _____

Current level in nursing program: 300-level _____ 400-level _____

Academic Advisor: _____

Reason for exit:

I understand that by exiting the Vander Werff BSN program for whatever reason (change of major, no longer eligible to continue, health concerns, etc.), I relinquish my placement in the Vander Werff BSN nursing program. I am aware that there are no guarantees of future placement in the nursing program.

Student Signature

Vander Werff Program Director

Vander Werff BSN Program

Student Skills Inventory

Introduction

The Vander Werff BSN Program offers a baccalaureate curriculum that is designed to prepare professional nurses who are equipped to provide safe, evidence-based, and compassionate care across diverse healthcare settings.

Vander Werff BSN students are taught to utilize the nursing process to deliver patient-centered care that is respectful of and responsive to individual patient preferences, needs, and values, while collaborating with the care team to include the patient and family members.

The Student Skills Inventory list serves as a list of skills taught and evaluated by demonstration and supervised laboratory practice prior to assignment in healthcare agencies. Within the various health care agencies, students are supervised by both faculty and agency nursing staff as they practice the skills listed. It will also provide students with evidence of current competence in those skills listed for applications to summer internships, job applications, nurse technician positions, etc. It is the students' responsibility to keep this checklist current with appropriate dates and signatures. This checklist will not be provided every semester, so students must keep it with their clinical materials. The checklist should be brought to the clinical each day so that skills can be checked off by the nurse who is observing your technique and competency.

Place link to Student Skills Inventory Here.

Vander Werff BSN Program

General Guidelines

Faculty

Faculty members generally post their schedule and office hours outside their office doors and/or in their course syllabi. If you would like to meet with a faculty member, please make an appointment with them directly. Students in the Vander Werff BSN Program will be assigned a faculty advisor within the program.

Cleanliness

Please show respect for your fellow classmates and faculty by keeping classrooms free of garbage and food debris and cleaning up any spills or messes. All students are expected to clean up nursing simulation laboratories after use.

Student Email

All students are assigned a university email account with the expectation that students will check their email at least every 12-24 hours. Faculty will primarily communicate with students via email and Moodle, the e-learning environment used by the university.

Vander Werff BSN Program

Student Handbook Attestation Form

Student Name: _____

Date: _____

As a student enrolled in the Vander Werff BSN Program, I acknowledge that I have received, read, and understand the contents of the BSN Student Handbook. I understand that the handbook outlines important policies, procedures, academic expectations, professional standards, and resources relevant to my success in the program.

By signing this attestation, I agree to the following:

1. I am responsible for adhering to all policies and procedures outlined in the handbook.
2. I understand that failure to comply with program expectations may result in academic or disciplinary action.
3. I will seek clarification from program faculty or administration if I have questions or concerns about the handbook content.
4. I understand that the handbook may be updated periodically, and I am responsible for reviewing any changes communicated by the program.

I affirm my commitment to uphold the standards of professionalism, integrity, and academic excellence expected of students of the Vander Werff BSN Program.

Student Signature: _____

Date: _____