Associate of Science Degree in Nursing

Nursing Student Handbook

2013-2014
Welcome to MSU-Northern's Department of Nursing! I congratulate you on your career choice. Both the study and practice of nursing are rigorous, but rewarding, endeavors. The faculty of Montana State University Northern’s Department of Nursing want your education to be the best possible. Our overall departmental goal is to graduate women and men prepared to assume professional nursing roles. All of us in the Department of Nursing look forward to assisting you as you prepare to enter our profession.

The MSU-Northern catalog serves as the primary student guideline. Please refer to the university catalog and the university student handbook for general university information. This Nursing Student Handbook outlines the student policies specific to the Department of Nursing. The guidelines presented in this handbook will assist you in attaining your goal of becoming a registered nurse. **If questions concerning course requirements should arise, individual course syllabi supersede the guidelines presented in this handbook.**

Please do not hesitate to approach faculty advisors and/or the Nursing Director if questions or concerns arise. The nursing faculty and staff are here to help you and to facilitate a positive learning experience.

Lisa Scheresky-O'Neil, PhD, MSN, RN
Director of Nursing
MSU-Northern
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome letter</td>
<td>2</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>3</td>
</tr>
<tr>
<td>Faculty and Staff</td>
<td>5</td>
</tr>
<tr>
<td>Approval &amp; Accreditation</td>
<td>6</td>
</tr>
<tr>
<td>Mission</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy</td>
<td>7</td>
</tr>
<tr>
<td>Education Goals</td>
<td>10</td>
</tr>
<tr>
<td>Estimated Expenses</td>
<td>11</td>
</tr>
<tr>
<td>ASN Degree</td>
<td>12</td>
</tr>
<tr>
<td>BSN Degree</td>
<td>13</td>
</tr>
<tr>
<td>Requirements for Admission</td>
<td>15</td>
</tr>
<tr>
<td>Requirements for LPN Advanced Standings</td>
<td>17</td>
</tr>
<tr>
<td>General Requirements</td>
<td>17</td>
</tr>
<tr>
<td>Faculty Advisors</td>
<td>18</td>
</tr>
<tr>
<td>Academic Policies</td>
<td>19</td>
</tr>
<tr>
<td>Progression Policy</td>
<td>22</td>
</tr>
<tr>
<td>Required Technology</td>
<td>26</td>
</tr>
<tr>
<td>Equal Opportunity</td>
<td>27</td>
</tr>
<tr>
<td>Student Committees</td>
<td>28</td>
</tr>
<tr>
<td>Background Checks</td>
<td>30</td>
</tr>
<tr>
<td>Student Health Insurance</td>
<td>31</td>
</tr>
<tr>
<td>Uniform Requirements</td>
<td>31</td>
</tr>
<tr>
<td>Equipment Requirements</td>
<td>32</td>
</tr>
<tr>
<td>Transportation</td>
<td>33</td>
</tr>
<tr>
<td>Cell Phone Use</td>
<td>33</td>
</tr>
<tr>
<td>Student Records</td>
<td>33</td>
</tr>
<tr>
<td>Classroom Attendance</td>
<td>34</td>
</tr>
<tr>
<td>Online Attendance</td>
<td>34</td>
</tr>
<tr>
<td>Clinical Attendance</td>
<td>35</td>
</tr>
<tr>
<td>Clinical/Lab Experience</td>
<td>35</td>
</tr>
<tr>
<td>Accidental Exposure</td>
<td>36</td>
</tr>
<tr>
<td>Sharps</td>
<td>36</td>
</tr>
<tr>
<td>Late Assignments</td>
<td>36</td>
</tr>
<tr>
<td>Unsatisfactory Performance</td>
<td>36</td>
</tr>
<tr>
<td>Disability Policy</td>
<td>36</td>
</tr>
<tr>
<td>Exam Policy</td>
<td>38</td>
</tr>
<tr>
<td>Math for Meds</td>
<td>38</td>
</tr>
<tr>
<td>Email Policy</td>
<td>39</td>
</tr>
<tr>
<td>Online Access</td>
<td>39</td>
</tr>
<tr>
<td>Test Reviews</td>
<td>40</td>
</tr>
<tr>
<td>Graduation</td>
<td>40</td>
</tr>
<tr>
<td>Pinning Ceremony</td>
<td>41</td>
</tr>
<tr>
<td>Chain of Command</td>
<td>42</td>
</tr>
<tr>
<td>Grade Appeal Policy</td>
<td>42</td>
</tr>
<tr>
<td>Suspension of Major</td>
<td>45</td>
</tr>
<tr>
<td>Reinstatement to Program</td>
<td>46</td>
</tr>
</tbody>
</table>
Cheating/Dishonesty ..................................................................................................................................47
Academic Misconduct ...............................................................................................................................47
Student Nurse Association .........................................................................................................................50
Nursing Club ..............................................................................................................................................50
Clinical Placement & Procedure ................................................................................................................51
Application for Level II Clinical ................................................................................................................53

APENDIX’S

A – BILL OF RIGHTS .................................................................................................................................54
B – CODE OF CONDUCT ............................................................................................................................56
C – HONESTY STATEMENT .........................................................................................................................65
D – TIPS FOR A MODEL STUDENT ..........................................................................................................66
E – NURSING STUDENT FUNCTIONAL EXPECTATIONS .........................................................................68
F – STANDARD PRECAUTIONS ..................................................................................................................70
G – TURNITIN ...........................................................................................................................................71

FORMS FOR SUBMISSION TO DEPT. OF NURSING ..............................................................................73 - 76

Student Acknowledgement
Standardized Proficiency Examination Policy
Confidentiality Policy
Photo Release Form
FACULTY AND STAFF

Director of Nursing:

Lisa Scheresky O’Neil, Ph.D., MSN, RN 265-3746

Nursing Faculty

Great Falls:

Penny Taylor, MSN, RN 771-4436
Tomonica Clark, MSN, RN

Havre:

Amy Crowder Klobofski, MSN, BSN, RN 265-4149
Arlys Williams, MSN, APRN, BC, RN 265-3554
Brigit Hemmer, MSN, RN 265-3529
Laura Cunningham, MSN Ed, RN 265-3582
Mary Pappas, EdD, MSN, RN 265-3748
Pam Civiletti, MSN, RN
Vonnie Pattison, MSN, BSN, RN-BC 265-3591
Cindy Forseth, MSN, RN (Adjunct) 467-3168

Lewistown

Sarah Smith, MSN, BSN, RN 535-5575
Shelly (Sandra) Granger, MSN ©, BSN, RN 535-5575

Administrative Staff:

Tina (Havre) 265-4196
Mandy (Lewistown) 535-5575 x13
Judy (BSN Administrative Assistant) 265-3533
MSU-Northern Department of Nursing Associate of Science program is approved by and/or accredited by:

<table>
<thead>
<tr>
<th>Montana State Board of Nursing</th>
<th>Northwest Commission on Colleges and Universities</th>
<th>National League for Nursing Accrediting Commission</th>
</tr>
</thead>
</table>
| 301 South Park
PO Box 200513
Helena, MT 59620-0513
Phone: 1-406-841-2340
www.nurse.mt.gov | 8060 165th Avenue NE, STE 100
Redmond, WA 98052
Phone: (425) 558-4224
www.nwccu.org | 3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
Phone 404-975-5000
www.nlnac.org |

**MISSION STATEMENT**

MSU-Northern, a teaching institution, serves a diverse student population by providing liberal arts, professional and technical education programs ranging from certificates through master’s degrees. The university promotes a student centered and culturally enriched environment endorsing lifelong learning, personal growth and responsible citizenship. The university partners with a variety of community and external entities to enhance collaborative learning, provide applied research opportunities, stimulate economic development and expand student learning experiences.
DEPARTMENT OF NURSING PHILOSOPHY

The nursing faculty believes that professional nursing is a practice-based discipline which incorporates knowledge from the humanities and biological, psychological, social and physical sciences with nursing knowledge and theory to provide optimal health care to individuals, families and communities. The MSU-Northern Department of Nursing program philosophy applies Benner’s Novice to Expert Stages of progression from novice student nurse to the advanced beginner graduate student nurse at the ASN level. Professional nursing practice utilizes the nursing process, critical thinking and clinical decision making skills, cultural awareness, therapeutic communication and evidence-based practice measures in a collaborative nurse/patient relationship to promote desired health outcomes across the lifespan. It takes both a sound educational base and a multitude of experiences to develop expert nursing practice. Knowles (1980) adult learning concepts of self-directed, experiential, relevant and problem-centered education are the basis to develop the curriculum to accommodate the varied learning styles and life experiences of students. The faculty endeavors to be collaborative partners in the learning process by being resource persons, motivators, and facilitators of experiential opportunities that assist the student to meet specific educational goals and optimize achievement of each learner's potential growth.

Department of Nursing Organizing Conceptual Framework

The organizational framework and basic structural components of people, environment, health/illness and nursing reflect the Department of Nursing’s philosophy. These concepts and the American Nurses Association Standards of Care, QSEN (HTTP://qsen.org/) and Benner’s Novice to Expert Nursing Theory are used to guide the development of program outcomes, course objectives and student learning outcomes.

The four major concepts of the nursing curriculum are PEOPLE, ENVIRONMENT, HEALTH/ILLNESS and NURSING:

PEOPLE
People are unique, multifaceted beings, who have inherent dignity and worth. The individual is a blending of body, mind and spirit who adopts values and attitudes which influence life experiences, health and quality of life. The person as an individual child/newborn, adult and/or elder is discussed in Level I. Level II continues with this focus as well as childbearing families, and groups. Individuals are considered across the lifespan.

ENVIRONMENT
People exist in environments, which consist of both internal and external factors that bring patients to the health care setting. People are in constant interaction with those environments. The internal environment includes the individual’s biophysical and psychosocial states. The external environment includes relationships and communications among significant others, families and communities. The interactions between people and their environments affect human health/illness states.
HEALTH/ILLNESS
Health and illness are actual and perceived dynamic states. Health includes the ability to use one’s own powers to the fullest in the pursuit of chosen life-goals. Illness includes deviations from the usual or perceived health status or the presence of personal or environment deficits. The concepts of health and illness are introduced in Level I. Throughout Level I health issues related to common deviations are explored. Level II content focuses on increasingly more complex acute and chronic needs.

NURSING
Nursing is an art and a science as well as a profession that encompasses personal values and competencies such as patient centered care and clinical decisions making. The essence of nursing is to provide evidence-based care with sensitivity and respect for the diversity of the human experience. The nurse develops the skills to incorporate critical thinking while performing patient centered care and advocating for self, patients and their families while promoting health, wellness and personal growth. Nurses also demonstrate professional behavior by assuming ethical behaviors and having regard for differing values, cultures and religions.

Nursing knowledge and practice must be guided by theory and research. Professional nursing practice encompasses patient-centered care utilizing teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics. The curriculum incorporates knowledge from general education and fundamental nursing courses to enable students to progress from core to complex nursing courses and concepts. The clinical component provides opportunities for students to gain experience in a variety of acute care, chronic care and community based settings and exposes them to the diverse cultures within the communities. Figure 1 depicts the organizing framework (conceptual) model. The ASN graduate is prepared to function as a novice/advanced beginner able to provide nursing care in a variety of health care settings. The BSN graduate is prepared to move along the practice continuum from advanced beginner/competent to expert.

Definition of Concepts Governing the ASN and RN to BSN Programs at MSU-Northern

Nursing Process and Clinical Decision Making: nursing process is the systematic framework for problem solving, it consists of five steps: assessment, nursing diagnosis, planning, implementation and evaluation. The nurse uses the nursing process and critical thinking to make clinical decisions.

Patient Centered Care: The nurse provides care that is respectful of the patients’ values and desires. Patient centered care includes collaboration with the patient and family in making decisions about their care, resulting in greater patient satisfaction.

Evidence Based Practice and Research: Nurses make decisions about how to promote health or provide care by integrating the best available evidence. Evidence is the result of research findings derived from the systematic collection of data and the testing of hypotheses.

Communication, Collaboration and Teamwork: Communication is the process of exchanging information and can be nonverbal, verbal, interpersonal, intrapersonal and also consists of documentation shared among the health care team. Multidisciplinary approaches to patient centered care are necessary to create an environment of healing and health promotion.
**Safety and Quality Improvement:** Quality improvement is a continuous process in which the healthcare team works together to prepare nurses who have the knowledge, skills and attitudes necessary to continuously improve the quality and safety of the health care systems within which they work, in order to produce higher quality patient centered care. Quality assurance includes the provision that services meet appropriate nursing standards.

**Informatics and Technology:** Nursing informatics and technology are an integral component of the communication process and are used in the didactic and clinical courses to obtain evidence based research.

**Professionalism and Professional Behaviors:** Nurses are responsible, accountable, self-directed and professional in behavior. Nurses demonstrate professional behavior by assuming ethical behaviors, conducting themselves as role models and patient advocates, treating others with dignity and respect, demonstrating regard for differing values, cultures and religions, maintaining patient confidentiality and value lifelong learning.
## EDUCATIONAL GOALS

<table>
<thead>
<tr>
<th>GOVERNING CONCEPT</th>
<th>ASN OUTCOMES</th>
<th>BSN OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING PROCESS AND CLINICAL DECISION MAKING</td>
<td>1. Utilize the nursing process to guide clinical decisions when providing patient centered care.</td>
<td>1. Synthesize principles of the nursing process and critical thinking to make clinical decisions to assist individuals, families and communities in obtaining optimum levels of health.</td>
</tr>
<tr>
<td>PATIENT CENTERED CARE</td>
<td>2. Provide patient-centered care with sensitivity and respect for the patient’s culture, values and desires.</td>
<td>2. Deliver competent patient-centered care with sensitivity and respect for the diversity of human experience.</td>
</tr>
<tr>
<td>EVIDENCE-BASED PRACTICE AND RESEARCH</td>
<td>3. Utilize evidence-based practice standards of care to make safe clinical decisions.</td>
<td>3. Integrate evidence-based standards of care, based on the science of nursing and knowledge of other disciplines, when making clinical decisions to promote safe quality care.</td>
</tr>
<tr>
<td>COMMUNICATION, COLLABORATION AND TEAMWORK</td>
<td>4. Communicate and collaborate effectively with individuals, families and members of the health care team.</td>
<td>4. Demonstrate skill in actively communicating, collaborating and teambuilding with other health care professionals when providing safe nursing care to individuals, families and communities.</td>
</tr>
<tr>
<td>SAFETY AND QUALITY IMPROVEMENT</td>
<td>5. Minimize risk of harm to patients, families and co-workers by utilizing safety principles.</td>
<td>5. Integrate leadership principles when incorporating knowledge and skill in quality improvement to provide safe, quality care to individuals, families and communities.</td>
</tr>
<tr>
<td>INFORMATICS AND TECHNOLOGY</td>
<td>6. Use information and technology to manage knowledge, plan nursing care and support evidence-based practice.</td>
<td>6. Manage health care information technology when planning and managing health care.</td>
</tr>
<tr>
<td>PROFESSIONALISM AND PROFESSIONAL BEHAVIORS</td>
<td>7. Portray professionalism when assuming accountability, ethical behavior, maintaining patient confidentiality and respecting diversity.</td>
<td>7. Exhibit professionalism and professional behaviors by assuming leadership positions, participating in professional organizations and demonstrating a commitment to lifelong learning.</td>
</tr>
</tbody>
</table>
ESTIMATED EXPENSES/FEES FOR NURSING PROGRAM

Estimated Cost of Attendance for Students in the Nursing Program

Havre Campus
- Resident – 72 Lower Division Credits at Havre $9635.20
- Other Costs (see below) $3940.00
  Total $13,575.20

Great Falls Campus
- Resident – 72 Lower Division Credits at Great Falls $10,825.04
- Other Costs (see below) $3940.00
  Total $14,765.04

Lewistown Campus
- Resident – 72 Lower Division Credits at Lewistown $13,465.04
- Other Costs (see below) $3940.00
  Total $17,405.04

Other Estimated Costs
- Lab Fees $450.00-$500.00
- Kaplan Fees $450.00-$500.00
- Text Books $2500.00
- Scrubs and Name Tag $150.00
- Immunizations $250.00
- Nursing Program Fee ($185/semester) $740.00
  Estimated Total $4440.00

- Resident 54 upper division credits online $14,093.28
# ASSOCIATE OF SCIENCE DEGREE IN NURSING

## 72 Required Program Credits

(14 must be received from MSU-Northern for a degree to be granted)

### General Education Core Requirements Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOH 201/202</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOH 211/212</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>M 121</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>WRIT 101</td>
<td>College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>PSYX 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology (see level II below)</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** ........................................... 20

### Nursing Program Core Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Lab/Clinical Hrs</th>
<th>Lecture Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHMY 121/122</td>
<td>Introduction to General Chemistry &amp; Lab</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUTR 121</td>
<td>Clinical Human Nutrition</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NRSN 100</td>
<td>Introduction to Nursing</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Level I Nursing: (Havre or Lewistown)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Lab/Clinical Hrs</th>
<th>Lecture Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSN 130/131</td>
<td>Fundamentals of Nursing &amp; Lab</td>
<td>7</td>
<td>135</td>
<td>60</td>
</tr>
<tr>
<td>NRSN 135</td>
<td>Nursing Pharmacology</td>
<td>3</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>NRSN 138/139</td>
<td>Gerontology for Nursing &amp; Clinical</td>
<td>2</td>
<td>45</td>
<td>15</td>
</tr>
<tr>
<td>NRSN 140/141</td>
<td>Core Concepts of Adult Nursing &amp; Clinical</td>
<td>7</td>
<td>135</td>
<td>60</td>
</tr>
<tr>
<td>NRSN 142/143</td>
<td>Core Maternal/Child Nursing &amp; Clinical</td>
<td>3</td>
<td>45</td>
<td>30</td>
</tr>
<tr>
<td>NRSN 144</td>
<td>Core Mental Health Nursing</td>
<td>2</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**........................................... 24

**Level II Nursing (Great Falls, Havre or Lewistown)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Lab/Clinical Hrs</th>
<th>Lecture Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSN 252/253</td>
<td>Cmplx Care Maternal/Child &amp; Clncl</td>
<td>3</td>
<td>45</td>
<td>30</td>
</tr>
<tr>
<td>NRSN 254/255</td>
<td>Cmplx Care Mental Health Nursing &amp; Clncl</td>
<td>2</td>
<td>45</td>
<td>15</td>
</tr>
<tr>
<td>NRSN 256</td>
<td>Pathophysiology</td>
<td>3</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>BIOM 250/251</td>
<td>Microbiology for Health Sciences &amp; Lab</td>
<td>4</td>
<td>90</td>
<td>45</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>see gen ed req. above</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>NRSN 262/263</td>
<td>Complex Concepts of Adlt Nrsng &amp; Clinical</td>
<td>4</td>
<td>90</td>
<td>30</td>
</tr>
<tr>
<td>NRSN 265</td>
<td>Advanced Clinical Skills Lab</td>
<td>1</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>NRSN 266/267</td>
<td>Managed Client Care &amp; Clinical</td>
<td>4</td>
<td>90</td>
<td>30</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**........................................... 21 + 3 credits of sociology

---

**After graduation from the ASN program students are eligible to sit for NCLEX for RN licensure. The title of RN is not given until NCLEX is successfully passed!**

**NRSG 250 LPN-RN Transition is a course only for LPNs articulating into MSU-Northern’s ASN program**

Students beginning the nursing program in **Lewistown** will stay at that site for the remainder of the program. Students beginning the nursing program in **Havre** may either apply to stay in **Havre** or go to **Great Falls** (Level II) for the remainder of the program. Extracted GPA (program required courses only) is used to prioritize preferences until clinical spaces are filled.
# BACHELOR OF SCIENCE DEGREE IN NURSING

120 Required Program Credits - 39 Credits of Upper Division

## General Education Core Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOH 201/202</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOH 211/212</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>M 121</td>
<td>College Algebra or higher</td>
<td>3</td>
</tr>
<tr>
<td>WRIT 101</td>
<td>College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>PSYX 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social Sciences/History</td>
<td>3</td>
</tr>
<tr>
<td>SPCH141 or 142</td>
<td>Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>CAPP 120</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Cultural Diversity</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fine Arts/Humanities</td>
<td>6</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** .......................................................... 35

## Nursing Program Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BGEN 253</td>
<td>Business Statistics and Research</td>
<td>3</td>
</tr>
<tr>
<td>-or-</td>
<td>-or-</td>
<td></td>
</tr>
<tr>
<td>STAT 216</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

## Level I Nursing: (Havre or Lewistown)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Lab/Clinical Hrs</th>
<th>Lecture Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 130/131</td>
<td>Fundamentals of Nursing &amp; Lab</td>
<td>7</td>
<td>135</td>
<td>60</td>
</tr>
<tr>
<td>NRSG 135</td>
<td>Nursing Pharmacology</td>
<td>3</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>NRSG 138/139</td>
<td>Gerontology for Nursing &amp; Clinical</td>
<td>2</td>
<td>45</td>
<td>15</td>
</tr>
<tr>
<td>NRSG 140/141</td>
<td>Core Concepts of Adult Nursing &amp; Clinical</td>
<td>7</td>
<td>135</td>
<td>60</td>
</tr>
<tr>
<td>NRSG 142/143</td>
<td>Core Maternal/Child Nursing &amp; Clinical</td>
<td>3</td>
<td>45</td>
<td>30</td>
</tr>
<tr>
<td>NRSG 144</td>
<td>Core Mental Health Nursing</td>
<td>2</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**.......................................................... 24

## Level II Nursing (Great Falls, Havre or Lewistown)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Lab/Clinical Hrs</th>
<th>Lecture Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 252/253</td>
<td>Cmplx Care Maternal/Child &amp; Clncl</td>
<td>3</td>
<td>45</td>
<td>30</td>
</tr>
<tr>
<td>NRSG 254/255</td>
<td>Cmplx Care Mental Health Nursing &amp; Clncl</td>
<td>2</td>
<td>45</td>
<td>15</td>
</tr>
<tr>
<td>NRSG 256</td>
<td>Pathophysiology</td>
<td>3</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>BIOM 250/251</td>
<td>Microbiology for Health Sciences &amp; Lab</td>
<td>4</td>
<td>90</td>
<td>45</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>NRSG 262/263</td>
<td>Complex Concepts of Adlt Nrsng &amp; Clinical</td>
<td>4</td>
<td>90</td>
<td>30</td>
</tr>
<tr>
<td>NRSG 265</td>
<td>Advanced Clinical Skills Lab</td>
<td>1</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>NRSG 266/267</td>
<td>Managed Client Care &amp; Clinical</td>
<td>4</td>
<td>90</td>
<td>30</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**.......................................................... 24

---

**ASN Degree Received**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Lab/Clinical Hrs</th>
<th>Online Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 321</td>
<td>Theoretical Foundations of Nursing</td>
<td>3</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>NRSG 325</td>
<td>Health Assessment</td>
<td>3</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>NRSG 362</td>
<td>Health Education</td>
<td>3</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>NRSG 343</td>
<td>Nursing Care of Clients with Complex Care Needs</td>
<td>3</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>NRSG 344</td>
<td>High Acuity Nursing</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NRSG 485</td>
<td>Nursing Leadership and Management</td>
<td>4</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>NRSG 486</td>
<td>Nursing Leadership &amp; Management Clinical</td>
<td>1</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>NRSG 420</td>
<td>Nursing Research</td>
<td>3</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>NRSG 303</td>
<td>Community Nursing</td>
<td>5</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>NRSG 304</td>
<td>Community Nursing Clinical</td>
<td>1</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>NRSG 491</td>
<td>Case Management in Nursing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fine Arts</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cultural Diversity</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Humanities</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nursing Elective</td>
<td>3</td>
<td></td>
<td>45</td>
</tr>
</tbody>
</table>

**Nursing Electives:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Lab/Clinical Hrs</th>
<th>Online Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 305</td>
<td>Nursing Ethics (generally offered odd years)</td>
<td>3</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>NRSG 331</td>
<td>Cultural Diversity in Health Care</td>
<td>3</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>NRSG 338</td>
<td>Gerontological Nursing</td>
<td>3</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>NRSG 350</td>
<td>End of Life Care (generally offered even years)</td>
<td>3</td>
<td></td>
<td>45</td>
</tr>
</tbody>
</table>

MSUN Credits Required

Number of 300/400 Level Credits: 39 Required

Major GPA: 2.25 Required

MSU-Northern Credits: 30 credits must be taken at MSU-Northern

**Total Credits** 120 = BSN Degree Received

---

**BILL OF RIGHTS AND RESPONSIBILITIES FOR STUDENTS OF NURSING**

SEE APPENDIX A

**STUDENT CODE OF ETHICS**

SEE APPENDIX B
PROGRAM INFORMATION & POLICIES

REQUIREMENTS FOR ADMISSION TO THE ASN PROGRAM:

1. Admission requirements - Prior to enrollment into clinical nursing courses, the student must provide proof to the nursing office that he/she has:
   
   a) Health insurance (Offered by MSU-Northern if you do not have your own policy)
   
   b) Current CPR certification (Health Care Provider good for 2 year school term)
   
   c) Freedom from Tuberculosis (TB) skin test or chest x-ray yearly - if the TB skin test is positive, the student will need to have a form completed by a health care provider or health care facility annually
   
   d) Physical examination verifying good health once every two years
   
   e) Immunizations or documented proof of immunity to the diseases of measles, mumps and rubella (applies to students born after 1956) as required for admission to university
   
   f) Current tetanus and diphtheria vaccine (Tdap) within the past 10 years according to the Center for Disease Control guidelines
   
   g) Hepatitis B immunization series started or completed. A titre is required between 6 wks and 6 months following the completion of the vaccination series. Student declining the titre must have a signed waiver on file from provider. Students whose vaccination series was completed more than 6 months prior to admission are exempt from the titre requirement.
   
   h) National Criminal Background checks with finger printing are required for the nursing program prior to participating in clinicals and need to be done annually.
   
   i) Professional liability insurance is included in the program fee charged to nursing students
   
   j) Students will need to provide evidence of all admission requirements by the 2nd week of the semester or dismissal from the program will occur.

NOTE: Regardless whether your current CPR or TB does not expire before August 25th (June 1st for LPNs entering our program by advance placement) you MUST renew in August, so that your coverage extends for the full academic year. You will not pass your clinical skills check-off if your documentation is not effective for the full academic year. It is the student’s responsibility to provide proof of all requirements. Students will not be allowed to work in clinical areas or the lab until the above requirements are met. Failure to keep the above items current are grounds for not allowing students to go to clinical which will result in a zero for each clinical day missed.
2. Throughout the nursing program, it is the student’s responsibility to maintain:
   a) Current CPR certification
   b) Health insurance
   c) Documented freedom from tuberculosis each academic year.
   d) Hepatitis B series started or completed as indicated above in #1 (h).
   e) Current for tetanus and diphtheria vaccine (Td) within the past 10 years according to
      the Center for Disease Control guidelines

3. Health standards must be met as required by participating clinical facilities, which may
   include influenza vaccination. Additional laboratory/diagnostic test results or verification of
   required health standards to document health status and practices as required by these
   facilities and the Department of Nursing faculty to document that such standards are met.

4. Course work being transferred from other colleges/universities must reflect current
   knowledge and practices; therefore, a student may be required to retake courses.

5. Students who desire to transfer into the Associate Degree Program from another school of
   nursing may apply by submitting a petition to the Department of Nursing Director.
   Placement in the program is determined on an individual basis through transcript and/or
   course evaluations. Applicants must take a standardized or teacher constructed test and
   demonstrate specific skill in the nursing laboratory or in a clinical setting. A extracted GPA
   of 2.75 and a grade of “C” or better in each required course are necessary for admission to
   the nursing program, as well as all other requirements of the Department of Nursing and the
   University. If a C- is the grade received, the course will need to be retaken. Once placement
   is determined, admission is granted on a space available basis.

6. MSU-Northern pre-nursing students that meet all criteria will be considered for admission. If
   there are more applicants than space, those with the highest cumulative grade point average
   will be admitted first. Extracted GPA and successful completion of prerequisite courses will
   determine the selection of applications. Applicants not admitted to the program will need to
   submit a new application to be considered for admission the following year or in the future.

7. Applicants to the Associate Degree and Bachelors programs are cautioned that professional
   and legal standards require nurses to conduct their lives lawfully and in concert with
   professional standards. Students completing the Associate Degree program who have been
   convicted of a felony or who have a history of abusing drugs or alcohol or engaging in any
   illegal activity may be denied licensure by the State Board of Nursing in any state. Questions
   about legal impediments to licensure may be directed to the Montana State Board of Nursing
   in Helena (406-841-2340) or www.nurse.mt.gov
REQUIREMENTS FOR LPN ADVANCED STANDING:

1. Students must meet the same requirements as the Associate Degree students.

2. Applications for advance placement will be accepted either after graduating from an LPN Program, or submission during the LPN Program. Final passing grades will determine extracted GPA prior to the start of the ASN Program. It is no longer required that the graduate be licensed as an LPN to be admitted.

3. Acceptance requires a minimum extracted GPA of 2.25.

4. **NRSG 250 - LPN to RN Transition** - will need to be completed before admission to the ASN program can be processed. This online course is generally offered in spring or summer. Students will need to attend a one day skills check-off lab in Great Falls. The instructor will provide information for date, time and place.

GENERAL REQUIREMENTS

1. All students are required to have a “C” average GPA = 2.25

2. Must have a 2.25 to graduate per MSUN policy
Faculty Advisors

Advising is an integral part of the student experience at MSU-Northern. Far from being a passive exercise, advising is a collaborative process in which students are expected to assume primary responsibility for their academic planning while advisers provide expertise and support with the planning effort. Each student will be assigned a faculty adviser who will assist with planning a program of studies and will serve as a resource to students for academic matters, such as advice concerning any difficulty with courses, testing, or paper writing.

The adviser should be contacted when the student is experiencing problems in maintaining an acceptable GPA. The advisers’ roles include:

- Planning program of study with assigned students
- Assisting the students with meeting the graduation requirements
- Serving as a resource to students for problem-solving related to academic progress such as
- difficulties with testing, paper writing, or clinical decision-making
- Initiating meeting to discuss student's plan for success if student receives a mid-term deficiency or is placed on probation
- Referring students to campus resources: Equal Opportunity, Affirmative Action, and Disability Services Department, Counseling Center, and Student Health Services
- Faculty advisors are assigned to each ASN and BSN student. New advisors will be assigned as students’ progress to BSN courses. If a student is assigned to the Great Falls campus for Level II, a Great Falls faculty member will be assigned as their advisor.
- It is recommended that each student meet with her/his advisor a minimum of twice per semester to discuss grades, academic plans or problems, course changes, etc. The meeting may be face to face, by email or by telephone. The student or the advisor has the right to initiate a change in the advising assignment. Students are encouraged to confer with advisors as academic problems, conflicts or concerns arise. (2012-2013 MSU-Northern Catalog, p. 24).
- During the summer session courses, faculty advisors are not necessarily on contract so there are no advisors assigned in the summer. Faculty who are teaching and the Director of Nursing are available during the summer months for advice as needed.
ACADEMIC POLICIES

Work is graded by letters, interpreted as follows:

**Letter Grade Numerical Quality = Equivalent Points**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>B</td>
<td>83-92</td>
</tr>
<tr>
<td>C</td>
<td>82-78</td>
</tr>
<tr>
<td>D</td>
<td>77-67</td>
</tr>
<tr>
<td>F</td>
<td>66 and Below</td>
</tr>
</tbody>
</table>

I: Incomplete.

Students for whom an extension has been authorized receive the grade I, which stands until the work has been made up. The course coordinator or instructor who authorizes the extension confers with the student to establish a final time limit for completion of the missing work. Copies of the agreement are given to the student and the instructor. The original of the written agreement is to be placed in the student’s file. The grade I must be removed in the next semester or the grade automatically will be converted to F.

Late work

Essays, book reviews, case studies, papers, clinical paperwork, etc. must be turned in no later than the due date, as specified in your course syllabi. The grade for work not done in compliance with this schedule is zero unless an extension has been granted. The student must present a written request for an extension to the course instructor before the work is due, and the written request must be approved by the instructor for an extension to be given.

Change of Course

Dropping a Course. - Dropping a course will affect the sequencing of the program of study and will change the student’s expected date of completion of the nursing program.
Withdrawing from a Course:

Students may withdraw from courses and receive the grade $W$ (withdrawal) according to MSU-Northern policy. For nursing courses, the student will receive the grade $W$ (withdrawal) if less than half of the course has elapsed. Students may not withdraw from a course after the course is half completed. A student must be in good academic standing to be eligible to withdraw from a course.

REPEAT COURSES

Nursing Program Students enrolled in the ASN may repeat a course only with the permission of the Department of Nursing Faculty and Final Approval of the Director of Nursing.

- A course taken in the School of Nursing may not be repeated outside the school for credit toward the degree unless a substitution for the course is granted.
- Nursing courses may be repeated only once.
- A total of 2 failures within the required nursing curriculum is allowed. Once 2 classes have been failed, automatic dismissal from the MSU-Northern Nursing Program will occur.
- Students must get a C in a course with a practicum component or repeat that course.
- As the Department of Nursing is a professional program, the faculty may, for the purposes of evaluation, render opinion on a student’s total ability. A student’s promotion in the program is determined by the Student Admissions and Academic Affairs Committee at the end of each semester based on grades. Students who are deficient in a major area or areas will be required to repeat course/clinical work or to complete additional efforts satisfactorily in order to remedy the deficiencies. Students deficient in a major undertaking or who demonstrate marginal performance in a major portion of their work will be dismissed.

READMISSION

- A student who has been dismissed or has withdrawn from the program may apply to the Department of Nursing for readmission after an intervening period of not less than one semester. The nursing faculty and nursing director will consider such cases on presentation of substantial evidence of a responsible and successful period of work or study during the intervening period. A former student having successfully completed a tour of duty in the armed forces will be classified in this category. There is no guarantee, however, that a student will be readmitted. This will depend on (a) the faculty's evaluation of the likelihood of the applicant's successful performance in succeeding work; (b) the competition of other applicants; and (c) class space available.
A student readmitted after having been advised to withdraw or after having been suspended or dropped is on probation during the first semester back in the nursing program.

Any MSU-Northern student (includes full & part-time students) who completed a background check at the time of their initial admittance to the MSU-Northern Nursing Program but had a break in enrollment, including a deferral or leave of absence, must submit information for a new background check.

PROGRESSION

Most required nursing courses are sequential, and a student who fails to pass such a course cannot progress in the nursing curriculum. Students must earn a C in any required nursing course. If a student earns less than a C, the course must be repeated and the student will not be able to progress in the nursing program.

STUDENT COMPLAINT AND GRIEVANCE PROCEDURE

Faculty members welcome the opportunity to work closely with students to facilitate learning and assist in meeting course objectives. The student should first discuss any concerns regarding an instructor or a course with the instructor involved.

WITHDRAWAL FROM THE UNIVERSITY

Students planning to withdraw from MSU-Northern should contact their Nursing Advisor and the Registrar to initiate proper procedures.

AMENDMENTS

Nursing Department policies and procedures may be amended at any Nursing Faculty meeting by a two-thirds majority vote of the Department of Nursing Faculty members present.
PROGRESSION POLICY

1. Associate Degree students must successfully complete Level I of the ASN program and all the required support courses and general education courses to proceed to Level II. Students who receive waivers for general education courses for having prior associate or baccalaureate degrees are still expected to demonstrate skills in the areas of English, Math, and Computer Science.

2. LPN transfer students must also successfully complete all the required support courses to proceed to Level II.

3. Students must maintain an Extracted GPA of at least 2.25 or better on a 4.00 scale to continue in the program.

4. A grade of “C” or better is required in each course (nursing, support or general education).

5. Students must maintain a 78% average on tests and quizzes in order to pass nursing courses.

6. Students who receive a grade lower than “C or 78%” in any required Level II nursing course will need to request re-admission back into the ASN Program the next academic year. Nursing courses are sequenced so restrictions apply.

7. Students who receive a grade lower than 78% in any required course may repeat the course one time. Level II students who receive a grade less than a 78% in any nursing course or required courses as per the nursing curriculum, will be dropped from the program at the end of that semester. Any nursing student who receives a grade lower than 78% in any nursing course twice, or course required per the curriculum, will be dropped from the nursing major and is ineligible for readmission for up to three years.

8. To progress in the program, the student must successfully pass both the theory and clinical portions of a course. If either is not passed, the entire course must be repeated.

9. Clinical will be evaluated on a pass-fail basis only; therefore:
   a) clinical satisfactory - course grade will be determined by the grade earned in the didactic portion.
   b) clinical unsatisfactory - course grade will be an “F” regardless of grades earned in the didactic portion. (see pages 38 and 40)

10. A student must pass all level one nursing courses in order to take pathophysiology.

11. Students who withdraw from any nursing course must petition faculty in writing for readmission to the nursing program. Students are readmitted on a space-available-basis and therefore, there may be a delay in progression for one year. Students may be required to do a skills performance check-off, successfully complete the appropriate standardized examination, or retake the previously taken course.

12. Nursing students have the option of pursuing part time attendance during the second year of nursing at MSU-Northern. NRSG 252, 253, 254, 255 and 256 must be completed prior to taking NRSG 262, 263, 265, 266 or 267. In the event that there are more students who want to enter the part time track than there are space and/or sites available, the students extracted GPA will be used to determine who is accepted.

13. An extracted GPA refers to program requirements (the eight pre-requisite courses)

14. For LPNs, the extracted GPA refers to their first year in the program, as well as the LPN-RN transition class (NRSG 250).
Progression Policy for students needing to retake a course

This policy serves to guide the Department of Nursing when advising students who have not been successful in the nursing program or whose education has been interrupted. According to university policy, any deviation of the student from the course requirements or sequences specified for his/her initially declared course of study will nullify the University’s responsibility to ensure the student’s graduation within the two (or four) year time frame. The following information provides the student with their options when they have been unsuccessful in a nursing.

It is imperative that students meet with their advisors regarding progression.

**NRSG 130, 131 Fundamentals of Nursing and Fundamentals Lab:** If a student is not successful in NRSG 130 or NRSG 131, the student will need to reapply to the nursing program. The student can take:
- BIOM 250: Microbiology for Health Sciences
- BIOM 251: Microbiology for Health Sciences Lab
- SOCI 101: Introduction to Sociology
- Required BSN general education courses

**NRSG 135 Pharmacology:** If a student is not successful in NRSG 135, the student will need to successfully complete NRSG 135 before progressing to the next semester. The student can take:
- BIOM 250: Microbiology for Health Sciences
- BIOM 251: Microbiology for Health Sciences Lab
- SOCI 101: Introduction to Sociology
- Required BSN general education courses

**NRSG 138, 139 Gerontology for Nursing and Lab:** If a student is not successful in NRSG 138 or 139, the student will need to successfully complete NRSG 138 and 139 before progressing to the next semester. The student can take:
- BIOM 250: Microbiology for Health Sciences
- BIOM 251: Microbiology for Health Sciences Lab
- SOCI 101: Introduction to Sociology
- Required BSN general education courses

**NRSG 140, 141 Core Concepts Adult Nursing & Clinical:** If a student is not successful in NRSG 140 or 141 then the student will repeat this course when offered the following year. The student can take:
- BIOM 250: Microbiology for Health Sciences
- BIOM 251: Microbiology for Health Sciences Lab
- SOCI 101: Introduction to Sociology
- Required BSN general education courses
NRSG 142, 143 Core Concepts Maternal/Child Nursing & Clinical: If a student is not successful in NRSG 142 or 143 then the student will repeat this course when offered the following year. The student can take:

   BIOM 250: Microbiology for Health Sciences
   BIOM 251: Microbiology for Health Sciences Lab
   SOCI 101: Introduction to Sociology
   Required BSN electives or general education courses

NRSG 153 - Core Concepts Mental Health Nursing: If a student is not successful in NRSG 153 then the student will repeat this course when offered the following year. The student can take:

   BIOM 250: Microbiology for Health Sciences
   BIOM 251: Microbiology for Health Sciences Lab
   SOCI 101: Introduction to Sociology
   Required BSN electives or general education courses

NRSG 252, 253, Complex Care Maternal/Child and Clinical: If a student is not successful in NRSG 252 or 253 then the student will repeat this course when offered the following year. The student can take:

   BIOM 250: Microbiology for Health Sciences
   BIOM 251: Microbiology for Health Sciences Lab
   SOCI 101: Introduction to Sociology
   Required BSN electives or general education courses

NRSG 254, 255 Complex Care Mental Health and Clinical: If a student is not successful in NRSG 254 or 255 then the student will repeat this course when offered the following year. The student can take:

   BIOM 250: Microbiology for Health Sciences
   BIOM 251: Microbiology for Health Sciences Lab
   SOCI 101: Introduction to Sociology
   Required BSN electives or general education courses

NRSG 256: Pathophysiology: The student must pass the first year of nursing courses in order to take pathophysiology. If a student is not successful in NRSG 256 then the student will repeat this course when offered the following year. The student can take:

   BIOM 250: Microbiology for Health Sciences
   BIOM 251: Microbiology for Health Sciences Lab
   SOCI 101: Introduction to Sociology
   Required BSN courses or electives or general education courses

NRSG 262, 263 Complex Care Needs Adult and Clinical: If a student is not successful in NRSG 262 or 263 then the student will repeat this course when offered the following year. The student can take:

   BIOM 250: Microbiology for Health Sciences
   BIOM 251: Microbiology for Health Sciences Lab
   SOCI 101: Introduction to Sociology
   Required BSN courses or electives or general education courses
**NRSG 265 Advanced Clinical Skills:** If a student is not successful in NRSG 265 then the student will repeat this course when offered the following year. The student can take:

- BIOM 250: Microbiology for Health Sciences
- BIOM 251: Microbiology for Health Sciences Lab
- SOCI 101: Introduction to Sociology
- Required BSN courses or electives or general education courses

**NRSG 266, 267 Managed Client Care and Clinical:** If a student is not successful in NRSG 266 or 267 then the student will repeat this course when offered the following year. The student can take:

- BIOM 250: Microbiology for Health Sciences
- BIOM 251: Microbiology for Health Sciences Lab
- SOCI 101: Introduction to Sociology
- Required BSN courses and electives or general education courses

If a student does not complete two (or more) of these courses, they must complete the requirements specified for each course that is not completed. It is imperative that students meet with their advisors regarding progression.

Northern students pay tuition according to the number of semester hours for which they register. (This includes courses taken for audit). Charges such as textbooks, laboratory fees, fines, parking, books, housing, and meals are not included in the tuition. An updated list of tuition fees can be found at: [http://www.msun.edu/admin/busserv/tuitfees.htm](http://www.msun.edu/admin/busserv/tuitfees.htm)
REQUIRED TECHNOLOGY FOR NURSING STUDENTS

Students must have computer with Internet access as all of the nursing courses have an online component. We recommend that you have a back-up option for access should your own Internet access be terminated for some reason (such as a library or friend’s house or satellite). Internet connection problems are not an acceptable excuse for exceeding the due date on out of class work.

Note: Ipads, Notebooks, Smartphones are not computers. They are very likely to not be compatible with Desire2Learn, and MicroSoft Programs.

To verify that Desire2Learn will work properly with your web browser you must go to the Desire2Learn browser tune-up page at https:\/msunonline.org and follow the instructions on the page for “Please click here for a system check before you login. Resources for how to use Desire2Learn can be found at the following link: http://www.msun.edu/distance/online.html as well as on the nursing page for MSU-Northern.

You may be required to download Respondus Lockdown Browser software prior to taking exams online. The link for downloading this software will pop up when you attempt to take an exam with Respondus incorporated into it.

Microsoft Word ® is the required software for homework submitted electronically. Microsoft Word is available at a VERY nominal fee to students through the MSU-Northern Bookstore. Be aware that the computer and software programs for online/distance learning may require newer operating systems in order to successfully access the programs and software needed to complete the program.

A multimedia-capable computer with a 2 GHz Intel® Pentium® 4 dual core processor or better with at least 2GB RAM, 250 GB hard drive, CDRW/DVDRW drive, full duplex soundcard, and speakers

65,000-color video display card set to display at least 1024x768 or higher

Windows XP with Service Pack 3 or later or Macintosh OS X 10.6 or better**

Microsoft Office 2010 (Windows), or 2011 (Mac)

Cable or DSL Internet service (required for distance learners)

Microsoft Internet Explorer 8.x or better or Firefox 9.0 or better

Adobe Acrobat Reader X (http://www.adobe.com/prodindex/acrobat/readstep)

Microsoft Security Essentials (http://its.vanderbilt.edu/antivirus/downloads.php)

Adobe Flash Player (http://www.adobe.com)

QuickTime Player (http://www.apple.com/quicktime/download/)
EQUAL OPPORTUNITY, AFFIRMATIVE ACTION AND DISABILITIES
SERVICES DEPARTMENT

Nursing students must be physically and mentally capable of meeting course objectives, both in the classroom and on the clinical setting. Nursing students must be able to perform functions that are required of the nurse such as lifting, transferring, standing for long hours, and communicating in written and verbal form. Students must have emotional stability in order to function appropriately under stress and must be flexible in order to adapt to rapidly changing environments. Reasonable accommodations will be made to meet the requirements of the American Disabilities Act of 1990. If a nursing student is unable to meet the physical and mental requirements of nursing, the student must meet with the Disability Support Services Office on campus to arrange for reasonable accommodations. If reasonable accommodations cannot be made, the student will not remain in the nursing program.

At Montana State University- Northern, students with physical or learning disabilities are provided with a variety of services, as directed by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). In order to access these services, students must provide documentation of their disability and meet with Pete Everingham. During the meeting, they will be registered for Disability Services and will discuss with Pete the ways in which our program can be effective in meeting their individual needs.

Students with either physical or learning disabilities are usually most interested in our alternative testing service. Through this service students can arrange to take their tests in the alternative testing room, supervised by Pete. This room provides an isolated testing environment, so that distractions are limited, and makes it possible for people to take additional time that they may need to complete a test. In addition, some students must have their tests read to them and/or their oral answers written down, and we can provide that assistance.

Students who have difficulty writing can be helped by a fellow student hired by our program to take notes in class for them. We also have a limited number of digital recorders for students to use.

All students who qualify for the program are encouraged to enroll with the Student Support Services program in Cowan Hall 211.

If you have any further questions, feel free to call Pete Everingham (406-265-3566). We are committed to the success of all students.
STUDENT COMMITTEE PARTICIPATION OPPORTUNITIES

Students have the opportunity to serve on the following Department of Nursing committees:

1) **Policy, Procedure, and Forms Committee**: 1 faculty each level, 1 ASN student, 1 BSN student
   A. Review policies and procedures that impact the nursing program, its faculty and its students.
   B. Develop policies, procedures, and forms to present to full nursing faculty for input and revision.

2) **Curriculum and Instruction Committee**: 1 faculty each campus, 1 ASN student, 1 BSN student
   A. Review the philosophy and organizing framework as they relate to the curriculum and make recommendations to the full faculty for changes.
   B. Regularly review the curriculum as it relates to the philosophy, organizing framework, and goals of the nursing program.
   C. Make recommendations for revision or relocation of course content.
   D. Consider curriculum requests from students, faculty, or others.
   E. Provide assistance to the faculty for development and revision of course offerings.
   F. Monitor the existing curriculum for currency, logic, and cohesiveness with regard to State Board standards and National League For Nursing Accrediting Commission standards.
   G. Provide information to and receive feedback from the Program Evaluation committee.
   H. Review elective course offerings for adherence to the established college guidelines.

3) **Program Evaluation Committee**: 3 faculty members, 2 student representatives, 1 ASN student, 1 RN-BSN Completion student.
   A. Facilitate and coordinate a system for evaluation of the total academic program.
   B. Identify factors related to maintaining and improving the quality of the academic program.
   C. Conduct a survey of graduates according to the college's master evaluation plan and report data to the faculty.
   D. Provide summative reports on patterns of progression through the program annually and as necessary.
   E. Make recommendations to the full faculty or curriculum committee based on the needs identified in the evaluation data.
   F. Conduct facility evaluations by survey and disseminate results to faculty and facility units as requested.
4) **Student-Faculty Communication Committee**: 2 Level One students, 1 Level Two student from each campus, and 1 faculty member from each campus

The Student-Faculty Communication Committee provides a forum for the faculty and students to discuss concerns, suggestions, and questions regarding the nursing program, the curriculum and related issues.

**Faculty Representatives:**

A. Report committee activities to the Nursing Program Faculty.
B. Increase student awareness regarding program direction and faculty concerns.
C. Provide information and guidance regarding student concerns and participating in follow-up activities as indicated.
D. Foster student/faculty interaction during joint meetings.

**Student Representatives:**

A. Increase class awareness regarding committee activities.
B. Solicit student information for committee agendas.
C. Participate in proposing methods to address agenda items.
D. Implement committee/faculty suggestions and report outcomes.
E. Contribute to program policy development.

*Meetings, minutes, and announcements will be posted on the MSU-N Nursing home page.

5.) **Faculty Meetings**

Students are welcome and encouraged to attend any scheduled faculty meetings via personal appearance or teleconference. Students may be asked to leave for FERPA reasons due to other student petitions.
BACKGROUND CHECK POLICY

The MSU-Northern Department of Nursing requires fingerprinting and national background checks on all students in the program. The Montana Board of Nursing does not always refuse licensure to nurses with felonies on their record however, if an individual has a record of a felony, it may impact their ability to obtain a nursing license. Fingerprints are obtained from a law enforcement office and background checks are obtained through the State of Montana Department of Justice. The cost of the background checks is the students’ responsibility and the price varies in each county. This must be on file before the first day of class each year.

**Fingerprint Checks** - provide accurate, comprehensive information, including access to criminal history information in Alaska, Idaho, Nevada, Oregon, Utah, and Wyoming, and Montana.

A background check includes only criminal history information. It does not include, for example, consumer credit or immigration status information. It only includes driving-related occurrences relating to felony arrests. Driving records are available through the Motor Vehicle Division. The nursing department has fingerprint cards for your background check. **There is a charge to have fingerprints done.** Call the Sheriff’s Department or City Police to check on cost.

How to request a background check

1. Requests for background checks must be made in writing and should include:
   - ✓ name of person being checked and, if needed, any aliases or maiden names
   - ✓ date of birth
   - ✓ Social Security number

2. Specify the request is for a fingerprint check. **You must include the fingerprint card.** Blank cards are available at the MSU-Northern Department of Nursing.

3. You also need to include:
   - ✓ a stamped envelope addressed to:
     MSU-N Department of Nursing
     PO Box 7751
     Havre, MT 59501

4. **$27.50 processing fee for each individual request** (check or money order, do not send cash).

5. **Mail #1 - 4 above to the Montana Criminal Records at this address:**
   - Montana Criminal Records
   - P.O. Box 201403
   - Helena, MT 59620-1403
   - Phone: (406) 444-3625
   - E-mail: dojitsdpublicrecords@mt.gov

**DO NOT** mail any of the above information to MSU-N Department of Nursing. Montana Criminal Records will mail the results to us.
STUDENT HEALTH INSURANCE

All students are required to have health insurance. In order to keep insurance premiums as low as possible, we assess the insurance to all students having 4 or more credits. If a student has other coverage, a waiver must be signed and the premium will not be charged. Students without health insurance who wish to purchase it from the University must pay $975.00 each for Fall and Spring Semesters if the student is under 40 years of age. If the student is 40 or more years of age, the premium is $2355 per semester. Payment of these two premiums results in coverage for 12 full months. Family plans are available. More information can be found on specific health care coverage at: http://www.msun.edu/admin/busserv/tuitfees.htm#feedesc

A copy of proof of health insurance is required to be given to the Administrative Assistant, along with other required paperwork by the second week of the academic semester or dismissal from the program may occur.

UNIFORM REQUIREMENTS:

To participate in the clinical experience portions of the nursing curriculum, Associate Degree students are required to wear the MSU-Northern student nurse uniform, as listed:

1. Men and Women Students
   a) THE REQUIRED UNIFORM MUST BE WORN DURING CLINICAL.
   b) The uniform consists of a wine colored scrub top and/or wine colored lab jacket with an MSU-Northern patch and black uniform slacks all-white shoes and white socks.
   c) Student must present a professional appearance as described in the nursing student’s code of conduct, including pressed uniforms & clean shoes.
   d) No jewelry, other than wedding or engagement rings; maximum of two stud earrings per ear. Bring a large safety pin for pinning jewelry to clothing when rings must be taken off for certain clinical areas (i.e. surgery, OB delivery, nursery, etc.).
   e) Any and all body art, such as tattoos, or intentional markings (hicckeys, stamps, or pen markings) that can be seen outside of the uniform edges will need to be covered.
   f) No false fingernails or nail polish.
   g) Hair that is longer than collar length, must be pulled back and secured as well as hair that may fall into your face.
   h) No perfume, hairspray, or other fragrant items should be worn during clinical
time/patient care. This includes times of patient information research at the clinical site.

i) No smoking will be permitted during clinical times as it’s the policy that many institutions are smoke-free. Students are to remain in the building during assigned clinical times unless permission from instructor is obtained.

j) Cell phones are to be turned off or left in your car. Special emergencies are understood, however you need to communicate this to your clinical instructor. If you need to be contacted during clinical times, the individual that needs to reach you needs to contact the hospital switchboard and have your clinical instructor paged. Be aware, that many clinical facilities are cell-free zones where you cannot carry your own personal cell phone.

k) No gum, candy, or drinks on the clinical floor except in approved areas

2. **Name Pins** - Each student must have a name pin with the letters S.N. after the name for student identification along with their pictures and school years (ex. 2012-2014). Picture name badges will be taken each fall during orientation and students MUST purchase their own. For further information please contact Student Services at 265-4113 or wjlanier@msun.edu.

3. **Patches** - A MSU-Northern patch is to be sewn on the center of the left sleeve 2" down from the shoulder seam on the approved student uniforms. Patches are provided with uniforms.

4. Students must wear full clinical uniform & name badge to gather all clinical prep information. **Students will also wear full clinical uniform when in skills labs on campus.**

**EQUIPMENT REQUIREMENTS**

For both classroom practice and clinical use, EACH Associate Degree student is expected to have the following items which can be obtained through the MSU-Northern Bookstore:

1. Watch with a second hand
2. Stethoscope
3. Bandage scissors
4. Hemostat
5. Black pens (no felt tip)
6. Clinical skills book (only available in Havre campus bookstore)
7. Pocket size notebook
8. Blood pressure cuff along with other equipment required by clinical
9. Pen light or small flashlight
TRANSPORTATION

1. Students need to make their own arrangements for transportation to health care agencies for clinical and classes.
2. Under no circumstances are students allowed to transport clients in their private vehicles.

CELL PHONE USAGE

Cell phone usage **is not allowed** in the classroom, labs or at the clinical facilities. Cell phones are to be turned to the “off” position during class and while at clinicals. Messages can be returned when the class or clinical is complete for the day. If there is an emergency your faculty member can be contacted and they will contact you. Inappropriate use of your cell phone will result in disciplinary action and potential failure form the nursing program.

STUDENT RECORDS POLICY

All records are kept in a locked room and only the Department of Nursing faculty and staff have access to student records. Student files contain admission applications, clinical evaluations, health records, transcripts, and any course substitution or waiver forms submitted by the student. It is the policy of the Department of Nursing to maintain nursing students/graduates records for ten years after attendance in the nursing program. Transcripts can be obtained from the Registrar’s office indefinitely.
CLASSROOM ATTENDANCE, MISSED EXAMS

1. Students are expected to attend every class in which they are enrolled and to be present on time unless excused. Failure to do so may result in a lowered, unsatisfactory, or incomplete grade for a course.

2. When absence is unavoidable, the student must notify the instructor immediately via phone or email.

3. It is the responsibility of the student to make up missed assignments, obtain notes, etc.

4. **Three absences or tardies for any reason, from the classroom, will result in an unsatisfactory/PIP form in that class. Be aware, that three (3) unsatisfactories in any course, will result in failure of that course regardless of didactic work.**

5. After 3 absences you will be required to go before a faculty review panel in regards to circumstances and continuation in the program will be evaluated and can results in lowering 1 letter grade for didactic portion or PIP form.

6. Examinations should only be missed for illness or extreme emergency. Exams missed are to be taken within two (2) days after return to class. A make-up exam may not be the same as the original; it may be either oral or essay. If not made up within the allotted time, the student may earn a zero for the exam.

7. If a student misses an exam and does not notify the instructor ahead of time, the student may earn a zero on that exam.

8. Attendance will be recorded in desire to learn.

ONLINE ATTENDANCE POLICY

Attendance in online classes is determined by your participation in threaded discussion/activities and assignments per the instructor’s syllabus.
CLINICAL ATTENDANCE

1. Clinical attendance is mandatory unless prior arrangements have been made in writing.
2. A phone tree will be created for each level and each campus to contact students for unforeseeable clinical changes.
3. There are NO automatic excused absences from clinical.
4. If a student must miss a clinical day, the student must notify the instructor and the clinical unit prior to the beginning of the shift to which they were assigned.
5. Any student who misses clinical time, excused or unexcused, will be required to make up missed hours as instructor can schedule. If make-up days cannot be rescheduled the student may earn an incomplete for the course until the clinical hours can be met.

NOTE: It is extremely difficult to arrange a make-up clinical day and each day represents a significant contribution to student learning. Therefore, it is the instructor’s judgment and decision that determines if missed clinical day(s) can be made up and whether the student has met the clinical objectives for the course.

CLINICAL/LAB EXPERIENCES

Varied facilities and cities may be used for either or both Level I and Level II clinical experience. Students may have to be prepared to travel to clinical sites as necessary. Faculty will be advising students at the beginning of the course about any expected travel so students can make necessary arrangements.

1. Should agency personnel determine that a student is unsafe in any way, they may refuse admittance to that student to practice at their facility.
2. Student participation in clinical areas is dependent upon space and faculty availability. Clinical agencies have the right to restrict student participation if client census is low.
3. ASN students will be assigned to lab classes for practice times in specified days and times.
   a) Independent practice in the campus labs is encouraged.
   b) Each student will be scheduled with a clinical instructor for performance skills evaluation.
4. Because students are scheduled in clinical agencies to provide client care at varied times throughout a 24 hour period. Students who hold jobs must arrange with employers for flexibility in meeting schedules.
5. Any student who has indication of chemical abuse will be sent immediately to the nearest laboratory to submit a sample for drug/alcohol testing at the student’s expense. Refusal to submit will result in dismissal from the program. The student will be required to report directly to the Department of Nursing Director or designee for further evaluation and action. Abuse of chemical substances (drugs or alcohol) may be a cause for dismissal from the nursing major.
ACCIDENTAL EXPOSURE
Montana State University-Northern nursing students participate in clinical rotations in multiple facilities. Therefore, in the event of accidental exposure injuries, the faculty and students will follow the policy of the facility where the incident occurred. It shall be the responsibility of the faculty in each facility to identify the location of institutional policies, Material Safety Data Manuals, and to identify the appropriate contact person in each facility before students begin clinical experiences. Neither MSU-Northern, nor participating facilities assume responsibility for the cost of testing in accidental exposure injury. The student will be responsible for the cost of the evaluation, testing, and treatment if required.

SHARPS IN NURSING SKILLS LAB
The MSU-Northern Department of Nursing recognizes that students must practice nursing skills in a safe environment and that sharp instruments must be managed in a safe manner to prevent injury or disease. Sharps in the nursing skills lab include needles, syringes and intravenous insertion devices.
1. Sharps containers must be properly secured and discarded by professional disposal company
2. All sharps must be appropriately disposed in impermeable sharps containers
3. Sharps container are not to be overfilled
4. Sharps are not to leave the nursing labs

LATE ASSIGNMENTS AND WORK COMPLETION POLICY
1. Late assignments will earn a zero unless prior arrangements have been made and approved by the instructor in writing. A PIP form may result for assignments that are late.
2. In order to pass a course, a student must complete all course work; otherwise, the student may not pass the course, or may earn an incomplete.

UNSATISFACTORY STUDENT PERFORMANCE AND PERFORMANCE IMPROVEMENT PLANS (PIP FORMS)
Occasionally, nursing students may earn an “unsatisfactory” for unacceptable performance. An “unsatisfactory” may be earned for violation of any of the National Student Nurses Association Code of Ethics: Part II, Code of Academic and Clinical Conduct and Interpretive Statements. It is the faculty’s professional discretion whether an “unsatisfactory” was to be earned.

A student who earns an unsatisfactory will be provided with a copy of the Performance Improvement Plan (PIP) form completed by the faculty member who issued the unsatisfactory. Copies of the PIP form will be provided to the student, the instructor, the student’s advisor, and the Department of Nursing Director.

Any student who earns three unsatisfactory scores or PIPs in a course, will fail that course.
POLICY FOR DISABILITIES:

Nursing students must be physically and mentally capable of meeting course objectives, both in the classroom and on the clinical setting. Nursing students must be able to perform functions that are required of the nurse such as lifting, transferring, standing for long hours, and communicating in written and verbal form. Students must have emotional stability in order to function appropriately under stress and must be flexible in order to adapt to rapidly changing environments. Reasonable accommodations will be made to meet the requirements of the American Disabilities Act of 1990. If a nursing student is unable to meet the physical and mental requirements of nursing, the student must meet with the Disability Support Services Office on campus to arrange for reasonable accommodations. If reasonable accommodations cannot be made, the student will not remain in the nursing program.

At Montana State University- Northern, students with physical or learning disabilities are provided with a variety of services, as directed by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). In order to access these services, students must provide documentation of their disability and meet with coordinator. During the meeting, they will be registered for Disability Services and will discuss with Tracey the ways in which our program can be effective in meeting their individual needs.

Students with either physical or learning disabilities are usually most interested in our alternative testing service. Through this service students can arrange to take their tests in the alternative testing room, supervised by coordinator. This room provides an isolated testing environment, so that distractions are limited, and makes it possible for people to take additional time that they may need to complete a test. In addition, some students must have their tests read to them and/or their oral answers written down, and we can provide that assistance.

Students who have difficulty writing can be helped by a fellow student hired by our program to take notes in class for them. We also have a limited number of digital recorders for students to use.

All students who qualify for the program are encouraged to enroll with the Student Support Services program in Cowan Hall 211.
STANDARDIZED EXAMINATION POLICY

Nursing students are required to take standardized examinations while in the ASN program. Students have a four semester contract and make payments for the examinations each semester. Students will see a standardized test charge per semester attached to the following classes: Fundamentals, Core Adult Health, Complex Maternal Child and Managed Client Care on their bills. Students may be able to pay for these examinations with financial aid and should ask the financial aid department if this is possible. LPNs will pay a higher testing fee because all tests need to be paid for in two semesters. The assessment exams provide useful information to you, the program, and the faculty. After each exam the student can access information on the testing site detailing areas to study. This information explains areas that need to be remediated for the NCLEX-RN examination. Students will sign a form stating that they have read and understand the Kaplan standardized Examination Policy.

Faculty adds 10% of the Kaplan test score to the student’s final test grade for the following Nursing classes: Fundamentals of Nursing, Complex Care Mental Health, Complex Care Maternal/Child, Complex Care Adult and Managed Client Care.

For the comprehensive/exit exam from the nursing program, a student will need to earn a 75% in order to pass the NRSG 266/267 course. If a 75% is not earned, then a student can re-take the exam two (2) more times. If a 75% is not achieved, the student may earn an “F” in NRSG 266.

The final grade and graduation will be held until remediation and successful completion at the established benchmark is attained on Kaplan.

MATH FOR MEDS TESTING POLICY

Each semester during the nursing program, students are required to take a Math for Meds test. Students must pass this test at 90% or better before progressing in clinical, or to the next semester.

1. Students may not attend clinicals until the Math for Meds test is passed at 90% or higher.
2. If a student does not pass the test at 90%, it is highly recommend that the student seek tutoring.
3. If the student fails the first re-take (second test), the student must get tutored in Math for Meds, and notify her/his advisor of the test status and tutoring.
4. If the student does not pass the third re-take (fourth test), the student is given an unsatisfactory in clinical and a failing grade in the course.

*Note – this is a clinical benchmark and not calculated into didactic grade*
EMAIL:

All students **must** have an MSU-Northern email account. Email must be checked at least every 24-48 hours, see syllabus for specific information. Desire2Learn is the preferred email account for students regarding individual class information. It is recommended that your email accounts be merged by:

- Go to “email” tab in D2L
- Click on “settings.”
- Go to “Forwarding Options.”
- Put address you want your email forwarded to. We highly recommend that you use your student email account as your forwarding address so that you only have to check your student email account to retrieve all emails from MSU-Northern (including D2L at MSU-N).

ONLINE ACCESS AND SOFTWARE:

Students must have computer with Internet access as all of the nursing courses have an online component. We recommend that you have a back-up option for access should your own Internet access be terminated for some reason (such as a library or friend’s house or satellite). Internet connection problems are not an acceptable excuse for exceeding the due date on out of class work.

To verify that Desire2Learn will work properly with your web browser you must go to the Desire2Learn browser tune-up page at [https://msunonline.org](https://msunonline.org) and follow the instructions on the page for “Please click here for a system check before you login.”

Resources for how to use Desire2Learn can be found at the following link: [http://www.msun.edu/distance/online.html](http://www.msun.edu/distance/online.html) as well as on the nursing page for MSU-Northern.

You may be required to download Respondus Lockdown Browser software prior to taking exams online. The link for downloading this software will pop up when you attempt to take an exam with Respondus incorporated into it.

Microsoft Word ® is the required software for homework submitted electronically. Microsoft Word is available at a VERY nominal fee to students through the MSU-Northern Bookstore.

Be aware that the computer and software programs for online/distance learning may require newer operating systems in order to successfully access the programs and software needed to complete the program.
TEST REVIEWS

Test reviews will be offered for each class. Format for test reviews is at the discretion of the instructor.

GRADUATION

Students who are going to graduate need to follow all university policies and procedures relating to graduation as published in MSU-Northern’s catalog. The following are additional steps the ASN nursing students need to graduate:

1. Graduation papers must be completed during the fall semester prior to (spring) graduation and returned to the registrar’s office in Havre.
2. Gowns and announcements need to be ordered through the bookstore during the fall semester prior to graduation.
3. Standardized testing is required throughout the ASN program. All students will be required to demonstrate readiness to pass the RN licensure exam (NCLEX) prior to graduation. Readiness will be determined by satisfactory completion of the program exit exam in NRSG 266/267.
4. The application along with instructions for preparing to take the NCLEX examination is available on the Montana Board of Nursing website. The nursing faculty will be assisting you in this process. Be aware that there can be instances where licensure may be denied. Please refer to the Montana State Board of Nursing website for this specific information (i.e. fraud, conviction of felony, failure to pass NCLEX exam).

NOTE: The ASN from MSU-Northern DOES NOT make you an RN. You must successfully pass the NCLEX to become a registered nurse.
PINNING CEREMONY

1. **The nursing pinning ceremony exists at the discretion of the nursing faculty and is under their jurisdiction.** There is no state board or accrediting body “standard” or “policy” that governs the pinning ceremony.

2. The nursing pinning ceremony is a celebration of the great achievement made in completing the hard work of this nursing program. The purpose is to recognize each graduate, along with his/her significant other(s), by placing the nursing school pin on the graduate.

3. Only the official nursing school pin will be used in the MSU-Northern nursing pinning ceremony. The official nursing pin from the MSU-Northern Department of Nursing can only be purchased from the University bookstore. A pin bought anywhere else is not official.

4. Students will wear a professional all-white nursing uniform, with white shoes. At all campus’s.

5. The graduating nursing students may choose a speaker and music to be played during the ceremony. The students may also choose a MSU-Northern faculty or CRRN to read their pinning cards (cards WILL be limited to 50 words). Only current MSU-Northern faculty/staff will be selected to participate in this process (an exception would be faculty/staff that are on sick leave).

6. The graduating ASN students and faculty advisor will design invitations to pinning and the pinning ceremony program. They will arrange for copying of invitations and programs.

7. The following people need to be invited to the ceremony: MSU-Northern Chancellor, Provost, Dean of the College of Education, Arts & Sciences and Nursing, Department of Nursing Director, Chair of the College of Education, Arts & Sciences and Nursing, Faculty, and CRRNs. Invitations should be sent by class officers. It is also expected that any graduating RN-BSN student be invited and recognized at the ceremony.

8. Nursing club money to be donated to the pinning ceremony will be at least $1,000. This money will be sued to pay for a reception following the pinning ceremony. If the pinning class wishes to expand their reception, they will need to work with the Nursing Director.

9. Nursing students attending the pinning ceremony will be required to provide their own white shoes, scrub top and scrub pants.

10. The Nursing clubs in Havre and Lewistown have MSU-Northern Club accounts in which their funds are kept. Remaining funds will be dispensed to the next class unless the graduates allocate the remaining money to scholarships, memorials, equipping the Nursing lab or Nursing student study areas as per MSUN Student Senate Policy.
MSU – NORTHERN DEPARTMENT OF NURSING ACADEMIC GRIEVANCE
CHAIN OF COMMAND

If a student encounters an issue with an assignment, grade, or performance improvement plan (PIP), the chain of command is as follows:

STUDENT
||
INSTRUCTOR
||
DEPARTMENT OF NURSING DIRECTOR**
||
MONTANA STATE UNIVERSITY-NORTHERN APPEAL PROCESS

**It is strongly encouraged that you see faculty advisor for guidance if you decide to proceed to department of nursing director

GRADE APPEAL POLICY

The instructor for the course is totally responsible for assigning grades. No one else has the authority to assign a grade to the student. Differences in opinion over grade assignment should be handled between the student and the instructor. Students who disagree with the assignment of a grade by an instructor may file a appeal under this policy.

This policy is used only to review allegedly unfair grade decisions and not mere difference of opinion regarding the professional judgment of the instructor in evaluating a student’s work or making a grade decision. The grade decision will be considered unfair if the decision is made:

a) On some basis other than performance in the course and/or compliance with course assignments and requirements.
b) By more exacting or demanding standards than were applied to other students in the same course section.
c) By a substantial departure from the instructor’s standards as articulated in the course syllabus, catalog description and/or other written materials.

The student initiating the appeal can attend nursing lecture course while the appeal is in progress, however, the student may not attend clinical experiences during this time.

If the student desires to bring a third party to any or all meetings to discuss the appeal, an advance notice of three working days must be provided in writing to the instructor.
• **Step One:**

It is the obligation of the student to make a serious effort to resolve the matter with the faculty member with whom the grade originated through an informal meeting with the instructor. The student must make an appointment with the faculty to discuss the grade received. The informal meeting must take place within ten working days of the assignment of the grade being grieved.

• **Step Two:**

If the student remains unsatisfied with the outcome of the meeting, the student makes an appointment with the advisor and discusses the appeal with him/her. If the advisor is the instructor subject to the appeal, another nursing instructor will be involved. The Director of Nursing will make the assignment of the advisor in this situation.

• **Step Three:**

Formal appeal begins: Students wishing to appeal a grade must submit a signed letter with the appeal form to the course faculty within ten working days of step one: the informal meeting. The student must describe the appeal, the date(s) of occurrence, why the student believes the decision was unfair, the student’s attempts to resolve the appeal informally, and the precise documentation. The student may attach copies of any relevant documents. The course instructor must respond in writing to the student within ten working days. The instructor signs the appeal form.

• **Step Four:**

If the matter cannot be resolved with the course faculty, the student may continue the appeal to the director of nursing. The director will receive the appeal forms signed by the student and faculty as well as the letter describing the appeal and the faculty member’s written response to the appeal. The director will review all evidence, interview persons relevant to the appeal and the evidence submitted in support of the appeal and render a written decision with recommendation as to resolution within ten working days of receipt of the appeal. If the appeal is based on the final grade in a course, the appeal must be presented in writing to the director no later than 15 days of University instruction in the following academic term. For purposes of this section, fall semester, spring semester, and summer session shall each constitute an academic term.

If the director is the instructor who made the grade decision that is the subject of the appeal, another director/chair at Montana State University-Northern shall complete the review of the appeal.

A copy of the director’s decision will be given to the instructor and the student. If the appeal is not concluded in this time frame, the student may carry it forward to the Montana State University-Northern appeal process.
• **Step Five: Montana State University-Northern appeal process**

If the matter is not resolved with the director of nursing, the student can carry the appeal forward to the Dean of the College of Education, Arts, and Sciences and Nursing. The written appeal shall deal only with the part or parts of the director of nursing’s decision that the appellant disputes. New evidence, information or supporting documents cannot be included as part of the appeal except when, by clear and convincing evidence, it is established that such information was not available at the time of the original appeal. The Dean may interview the student, the instructor, the director of nursing, and other appropriate persons, but only to discuss the issues in dispute in the appeal. The Dean will submit a written decision to the student, the instructor and the director within ten working days of receipt of the appeal. If the position of the Dean of Education, Arts and Sciences and Nursing is unfilled; the appeal moves forward to the Provost.

• **Step Six:**

If the appeal is not resolved, the student can forward the appeal to the Provost. Such appeal will be filed in writing and all accompanying documentation submitted to the Provost within five working days of receipt of the Dean’s decision with copies to the student, the Dean, the Director of Nursing, and the instructor. The decision of the Provost is the final decision of the University.

The course instructor must respond in writing to the student within ten working days. The instructor signs the appeal form after step three.

A copy of the director’s decision will be given to the instructor and the student within ten working days.
SUSPENSION FROM THE MAJOR

1. Suspension Due to Grades
   a) Students must maintain a grade of “C” or better in all required courses and a cumulative GPA of 2.25 on a 4.0 scale.
   b) If a student fails to maintain a grade of “C” or better in any Level I course, the student must drop out of the nursing major sequence and repeat the course when it is offered again. Please refer to the Progression Policy to assist in determining courses that can be taken.
   c) If a student’s GPA falls below a 2.25, the student may be placed on departmental probation, for one semester. If an overall GPA of 2.25 is not attained by the end of the probationary period, the student may be dropped from the nursing program.

2. A student may be terminated from a nursing course prior to its completion, if, in the judgment of the student’s clinical instructor, the student’s clinical practice jeopardizes client safety.

3. Evidence of chemical (drug or alcohol) abuse is reason for immediate dismissal from the major.

4. Dismissal from the Nursing Program for violating HIPPA policy or Breach of Confidentiality. Student nurses are legally accountable to maintain client confidentiality. Refer to HIPPA policy at each individual facility.

5. HIPAA Policy
   Student nurses are legally accountable under the Health Information Privacy and Accountability Act (HIPAA) of 1996 to ensure the confidentiality of client health information. Student nurses are allowed to have access to protected health information for educational purposes and to provide safe nursing care to client(s).
   a) When students obtain client information while preparing to give client care, they must omit full names, addresses, medical record numbers, room numbers and patient initials and any other information that could be used to identify a client.
   b) Students must not leave nursing care plans, concept maps, or other personal materials containing client data unattended, nor should confidential information about clients be discussed with persons not directly involved with client care or the student’s education.
   c) Nursing students are required to attend a HIPAA presentation at the clinical site and sign confidentially documentation before any clinical practicum.
   d) Violation of HIPAA regulations may result in dismissal from the program based on the judgment of the Privacy Officer at the clinical site and the Director of the Department of Nursing. A student could also be subject to criminal prosecution or civil lawsuit for breach of confidentiality under the HIPAA law.
REINSTATEMENT TO THE NURSING MAJOR

The student’s records, clinical performance, and other pertinent information will be reviewed. Faculty may require additional documentation of the student’s current knowledge, such as, but not limited to, passing a standardized proficiency examination and faculty constructed practical examinations. Students are assessed a fee for the standardized tests.

If approval for reinstatement is made, the student will resume the nursing program at a point of entry which allows for smooth progression to the next sequence as determined by the faculty. The student may be advised to audit a previous nursing course so that transition can be made smoothly and student achievement enhanced.

1. The student is ineligible for readmission if two grades below a “C” are received in any required course. After 3 years a student will be reconsidered for admission.

2. Petition for reinstatement and conditions:
   a) Required courses may only be repeated once.
   b) Reinstatement is on space available basis.
   c) Required courses must have a grade of “C” or better.
   d) Extracted GPA must be 2.75 or better on a 4.0 scale.

Procedure
   a) Request reinstatement in writing, to the Department of Nursing Director.
   b) The letter should include the following:
      (1) The semester of requested reinstatement and the course(s) desired.
      (2) The last semester in attendance at MSU-Northern, the last nursing course completed and the grade received in that course.
      (3) Evidence of having achieved a “C” or better in non-nursing course(s) retaken.
      (4) Evidence that current extracted GPA of required courses is 2.75 or above, on a 4.0 scale.
      (5) Statement giving the faculty permission to review the student’s record to determine the student’s eligibility to be reinstated and to determine which semester the student will need to re-enter the major.
   c) All students completing a final course for graduation will need to repeat the standardized proficiency examination for the course, regardless of whether they have previously passed the exit exam in N266.
Cheating/Dishonesty/Plagiarism Policy in the Nursing Department

See MSU-Northern Academic Misconduct Policy from the MSU-Northern Student Handbook (below) to determine what constitutes cheating, dishonesty, plagiarism, etc.

Students who are suspected of or found cheating will be referred according to the MSU-Northern Department of Nursing Academic Appeal Process to their instructor, advisor and the Department of Nursing Director for further action, which may include sanctions as described by the MSU-Northern Student Handbook (below). University policy will be followed.

If any information from other source are used, students must cite and reference that information on each document in which they are using that information, including previous papers completed by the student or others.

ACADEMIC MISCONDUCT (Campus Policy 601.2)

Contact: College Deans 265-3751 or 265-3736; Provost 265-3726

The faculty, administration and students of Montana State University-Northern believe that academic honesty and integrity are fundamental to the mission of higher education. The University has a responsibility to promote academic honesty and integrity and to assure the highest ethical and professional standards and behavior in the classroom. Accordingly, the University has developed procedures that address instances of academic dishonesty. Students who violate these standards commit academic misconduct and will be subject to academic and/or disciplinary sanctions.

Academic misconduct includes cheating; plagiarism; forgery; falsification; facilitation or aiding academic dishonesty; multiple submissions; theft of instructional materials or tests; unauthorized access to, manipulation of or tampering with laboratory equipment, experiments or computer programs without proper authorization; alteration of grades or files; misuse of research data in reporting results; use of personal relationships to gain grades or favors; or otherwise attempting to obtain grades or credit through fraudulent means. A description of some forms of academic dishonesty and some examples are provided to help students understand their responsibilities for academic honesty.

Cheating: Giving, using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise including unauthorized communication of information. Examples of cheating include copying from another student’s paper or receiving unauthorized assistance during a quiz, test or examination; using books, notes or other devices such as calculators, during a quiz or test, unless authorized; acquiring without authorization copies of tests or examinations before the scheduled exercise; copying reports, laboratory work or computer programs or files from other students.
Plagiarism: Presenting the work of another as one’s own without proper acknowledgment. Examples of plagiarism include submitting as one’s own work the work of another student, a ghost writer or a commercial writing service; directly quoting from a source without acknowledgment; paraphrasing or summarizing another’s work without acknowledging the source; using facts, figures, graphs, charts or information without acknowledging the source. Plagiarism may occur orally or in writing and may involve computer programs and files, research designs, distinctive figures of speech, ideas and images or any other information that belongs to another person and is not acknowledged as such. Inadvertent or unintentional misuse or appropriation of another work (such as relying heavily on source material that is not expressly acknowledged) is still considered plagiarism.

Falsification: The invention or unauthorized alternation of any information or citation in an academic exercise. Examples of falsification include inventing or counterfeiting data or research procedures to give the appearance of results being achieved from procedures that were not undertaken; the false citing of a source of information; altering the record of, or reporting false information about, practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for absence or tardiness; altering a returned examination paper and seeking a better grade.

Facilitating Academic Dishonesty: Giving assistance or attempting to assist another in the commitment of academic misconduct.

Multiple Submissions: Submitting the same paper or oral report for credit in two courses without the instructor’s permission; making minor revisions in a paper or report for which credit has already been received and submitting it again as a new piece of work.

Tampering: Interfering with, altering or attempting to alter university records, grades, assignments, laboratory experiments or other documents without authorization. Examples of tampering include using a computer or false-written document to change or affect the grade recorded for a student; forging the signature of a university official on a drop/add sheet or other official university record; erasing records or information of a student; unauthorized access to a university record by computer; unauthorized entry into an office or file obtaining information from the University without proper authorization.

Other Academic Misconduct: Other examples of academic misconduct include allowing another student to copy from one’s paper during an examination or test; distributing test questions or substantive information about the material to be covered on a test before the scheduled exercise; collaborating on work with the knowledge that the collaboration is not authorized or will not be reported; taking an examination or test for another student or signing a false name on an academic exercise.
SANCTIONS

The following sanctions may be imposed for academic misconduct:

Academic Sanctions:
   a) Oral reprimand
   b) Written reprimand.
   c) An assignment to repeat the work or an alternate assignment.
   d) A lower or failing grade on the particular assignment or test.
   e) A lower or failing grade in the course.
   f) A grade of “PF” which is recorded on the student’s transcript with the notation “failure due to academic dishonesty.”
   g) Removal of the student from the course.

Procedures:
If an instructor has reason to believe that a student has engaged in academic misconduct, the following procedures apply:

1) Informal meeting: The instructor should personally and privately advise the student there is reason to believe that the student has committed an act that constitutes academic misconduct. The student should be allowed a reasonable opportunity to respond or explain. If, after the hearing the student’s response (if any is provided), the instructor continues to believe the student engaged in academic misconduct, he or she will inform the student of his or her determination and of any intended sanctions. An instructor is limited to imposing sanctions within the scope of academic activity. Those sanctions are set out in section IV (A) above. The instructor will prepare the Academic Misconduct Notification form and submit a copy to the student, the appropriate dean and the Vice Chancellor for Finance and Administration/Student Affairs.

2) Appeal Rights: If the student disagrees with the sanction(s) imposed by the instructor, he/she has the right to appeal that decision to the chair/dean. The chair/dean shall review the instructor’s decision, gather relevant evidence, interview the student and instructor, interview other appropriate parties, and make a decision. The chair/dean shall have 10 working days to make a decision on the appeal. The chair/dean’s decision may be appealed, by either the student or the instructor, to the Admissions and Standards Committee. That Committee’s decision shall be the final decision of the University. If a dean is the instructor who has reason to believe that a student has engaged in academic misconduct, another chair/dean of Montana State University-Northern will complete the appeal procedures described in this subsection. That chair/dean will be selected by a process of elimination, the student having the first veto and the instructor having the second veto. The Provost will oversee the selection process.
3) The “PF” grade: The “PF” symbol may be removed and permanently replaced with a grade of “F”. A student may initiate such a change by filing a petition with the Admissions and Standards Committee. The petition should only be approved in exceptional circumstances. Such a petition may not be granted if the student has been found responsible for any other disciplinary offense. If granted, all other student records pertaining to academic dishonesty will be voided in accordance with these procedures. No student with the “PF” grade on the transcript will be permitted to represent the University in any extra-curricular activity or run for or hold office in any recognized student organization.

Disciplinary Sanctions:

a) Removal of the student from a major, program or college.
b) Withdrawal of a degree or academic credit previously bestowed.
c) Any sanction that may be imposed for violation of the Student Conduct Code, including disciplinary probation, suspension or expulsion from the University.

Referral by the Instructor: In addition to the imposition of the academic sanctions, an instructor or chair/dean may request, in writing, that the Vice Chancellor for Finance and Administration/Student Affairs file a charge against the student for violation of the Student Conduct Code, Policy 601.3. If the student is found in violation of the Student Conduct Code, only the sanctions in section IV (B) above may be imposed, in addition to the academic sanctions.

Recurrence of Academic Misconduct: A student who has been sanctioned by instructors more than once at Montana State University-Northern will be charged with a violation of the Student Conduct Code and subject to additional disciplinary sanctions.

Reference

STUDENT NURSE ASSOCIATION
Students are encouraged to join the local chapter of the National Student Nurses Association. The purpose of the SNA is to aid in the development of the individual student and to urge students of nursing, as future health professionals, to be aware of and to contribute to improving the health care of all people. The National Student Nurse Association is organized on the local, state, and national level, and is an affiliate of the American Nurses’ Association. Local meetings are scheduled by the members at various times during the year. Being a member of the SNA prepares the student as a responsible member of a professional nursing organization.

NURSING CLUB
Each ASN class member is invited to join the MSU-Northern Nursing Club. Some of the nursing club’s responsibilities are to plan, organize, and oversee activities and events. Also, the nursing clubs offer nursing students opportunities to gather and exchange ideas both socially and professionally.
LEVEL II CLINICAL PLACEMENT POLICY AND PROCEDURE

1. Application for Level II Clinical Placement in Havre, Great Falls & Lewistown
   1. Great Falls Campus 10 Student – Initial Placements in March
   2. Havre Campus 30 student – Initial Placements in March
   3. Lewistown Campus 20 student – Initial Placements in March

2. The Placement Application submission deadline is March 1st and selections will be made by
   March 30th. As additional students file Placement Applications, they will be placed on space-
   available-basis.

3. All placements in the Department of Nursing are dependent upon adequate budget, faculty,
   and clinical resources in the Department of Nursing.

4. Students who do not have an updated nursing file in the Department of Nursing will not be
   placed. This refers to all documentation for immunizations, health records, CPR, liability and
   health insurance, and current transcript.

5. Please complete the application form and return it to the Administrative Associate on your
   campus. Preferences will be honored until clinical spaces are filled. If possible, your
   preference will be offered to you.
   a. GPA of required courses will be used to rank students for placement after preferences
      are exhausted. Special needs are NOT considered when prioritizing. Along with your
      applications, you must submit one copy of your unofficial MSU-Northern transcript
      ending December of the semester preceding the application.
   b. A minimum cumulative grade point average of 2.25 or better is required for progression
      in all required courses. General education courses must have been completed or must
      realistically be completed by the fall. (Note: In years which there are more students
      applying than there are spaces available, a considerably higher GPA of required courses
      may be required to be competitive for placement.)
   c. This clinical placement is for the entire academic year for which placement is made. Clinical
      placements will be distributed evenly.

6. Students currently enrolled at Northern are given priority over students who articulate in with
   advanced placement. LPN students who want advanced standing are given priority over
   students wanting to transfer from other nursing programs (i.e. associate or baccalaureate). The
   program has determined that 10 LPN student placements will be allocated to the Great Falls
   campus.

7. Former MSU-Northern nursing students who are not currently enrolled in nursing courses
   must petition faculty for re-admission to the nursing program and complete a new placement
   application. Placement applications will be given the following priority:
   a. 10 placements for current continuing students
   b. 20 placements for qualified LPNs in Great Falls
   c. Students readmitted who were progressing satisfactorily in nursing courses at the
      time of withdrawal
d. Transfer students in good academic standing

e. Students readmitted who were progressing unsatisfactorily in nursing courses at the time of withdrawal

f. Students readmitted following failure of one or more required courses (nursing or support
APPLICATION FOR LEVEL II CLINICAL PLACEMENT

BY MARCH 1ST (Submit The Last Week In February)

Extracted GPA: ____________________________ Date ____________________________

Last Name First Student ID #

Permanent Mailing Address Current Mailing Address

City State Zip City State Zip

Permanent Phone # Current Phone #

Check which campus is your FIRST CHOICE, and then SECOND CHOICE:

____________ Great Falls _______ Havre __________ Lewistown

Check off before signing:

____ I understand that placements are made on a space available basis.

____ I understand that I will be offered the campus of my preference whenever possible,
   However, the Department of Nursing retains the final right to offer campus placement.

____ I understand that all placements in the Department of Nursing are dependent upon sufficient financial, faculty
   and clinical resources as determined by budgetary constraints upon the University and the Department.

____ I understand that I must have documentation of immunizations, health records, CPR, liability, and health
   insurance in my file in the Department of Nursing office before placement will be made.

____ I have retained a copy of this application for my records.

____ I have submitted a current MSU-Northern transcript.

Printed Name: _________________________________________

Signature: ____________________________________________ Date: _____________

This form will be placed in my academic file; I have retained a copy of this agreement for my records.

Sign and submit to the Department of Nursing
APENDIX A
BILL OF RIGHTS AND RESPONSIBILITIES FOR STUDENTS OF NURSING

The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.

2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.

3. Each institution has a duty to develop policies and procedures which provide and safeguard the students’ freedom to learn.

4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability, or economic status.

5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.

8. The student should have the right to have a responsible voice in the determination of his/her curriculum.

9. Institutions should have a carefully considered policy as to the information which should be a part of a student’s permanent educational record and as to the conditions of this disclosure.

10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.

11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.

12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.
13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.

14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Appeal procedures should be available for every student.

15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.

16. Students have the right to belong or refuse to belong to any organization of their choice.

17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.

18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.

19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.

20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.

21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

Reference:
**APENDIX B**

**CODE OF ACADEMIC AND CLINICAL CONDUCT**

*MSU-Northern’s Nursing department chooses to refer the National Student Nurses’ Association’s Code of Ethics: Part II Code of Academic and Clinical Conduct as a reference to what the expectations of students in the nursing department are and what the rationales behind those expectations are. Throughout the handbook, you will see that this section is referred to frequently.*

National Student Nurses’ Association, Inc.®
Code of Ethics: Part II
Code of Academic and Clinical Conduct
and Interpretive Statements

Adopted by the NSNA Board of Directors, October 27, 2009 in Phoenix, AZ

As students are involved in clinical and academic environments we believe that ethical principles are a necessary guide to professional development. The following Interpretive Statements are offered as a framework to help guide nursing students in ethical analysis of responsibilities, professional conduct, and decision making in academic and clinical settings as they adhere to the *NSNA Code of Ethics for Nursing Students*.

**Indicates sections taken directly from the NSNA Code of Ethics: Part II: Code of Academic and Clinical Conduct**

**Part II: Code of Academic and Clinical Conduct**

**Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide safe, quality nursing care. The clinical setting presents unique challenges and responsibilities for the nursing student while caring for human beings in a variety of health care environments.**

**The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust society has placed in us. The statements of the code provide guidance for nursing students in their personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment, but can assist in the holistic development of the person.**

**As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:**

**1. Advocate for the rights of all clients.**

**1.1 Advocacy:** A responsibility of nursing students is to advocate for the rights of all clients. This requires the nursing student to understand the client’s rights and responsibilities, the scope and applicable standards of nursing practice to meet the client needs, and the relevant federal (e.g. Health Insurance Portability and Accountability Act (HIPAA), Patient Self-Determination Act, etc),
state (e.g. Nurse Practice Act, etc.), and local laws in accordance with the health care institution’s policies and procedures. This knowledge enables the nursing student to function as an advocate for the rights of all clients in collaboration with nursing faculty and members of the health care team.

1.2 Rights of clients: Nursing students provide care for persons who have rights both as human beings and as clients. As such, nursing students must be cognizant of public, professional and institutional policies concerning patients’ rights and access to resources across the care continuum. For example, nursing students help ensure that these fundamental rights of clients to receive culturally and linguistically appropriate services are protected and maintained.

**2. Maintain client confidentiality.**

2.1 Confidentiality: Access to and sharing of information that identifies a specific client, their condition, and other information must be guarded with the best interests of the client in mind. Access to and sharing of such information must be limited to only those personnel with the medical need to know and family members who are authorized by institutional policy and patient consent (according to HIPAA guidelines).

2.2 Academic Setting: In discussing client cases in the academic setting, care must be taken to avoid breaching confidentiality and violating HIPAA regulations; this includes appropriate selection of the time and place of discussion, people attending the discussion, and omitting data that is not necessary to the purpose of the discussion or that discloses the client’s personal identity.

2.3 Special Circumstances: In order to protect the safety of the patient, other parties, and in cases of mandatory disclosure for public health reasons there may by times where the nursing student is obligated to report confidential information. The nursing student must immediately share these concerns in a confidential setting with the nursing faculty or clinical preceptor and with the registered nurse in charge of the patient’s care who will provide appropriate guidance.

**3. Take appropriate action to ensure the safety of clients, self, and others.**

3.1 Appropriate action to ensure safety of clients: The nursing student must be able to identify hazardous conditions which may include faulty equipment, an unsafe environment, incompetent practices of other healthcare team members and colleagues, suspicious persons and activities, and self limitations. If an unsafe condition or incident becomes apparent, the nursing student should use good judgment and follow institutional policies and procedures for emergencies, reporting hazardous conditions and incidents. The nursing student should be aware of personnel responsible for directing patient and personnel safety and immediately share these concerns with the registered nurse in charge of the patient’s care and with the nursing faculty or clinical preceptor.

3.2 Safety of self: Nursing students cannot be expected to work in unsafe conditions or in situations where they are incompetent to practice. Academic and clinical environments should allow for a nursing student to voice concerns about safety to self without retribution. Nursing students have the responsibility to come prepared to meet the objectives assigned in caring for clients in
clinical settings and to ask questions.

**3.3 Safety of others:** Nursing students should not condone or participate in lateral violence or incivility towards other professionals, students, or faculty. Further, students observing such behavior should take appropriate steps to remove her/himself from the situation and report to the nursing faculty or clinical preceptor.

**4. Provide care for the client in a timely, compassionate and professional manner.**

**4.1 Timely care:** Client care is time sensitive. Therefore, nursing students should be aware that adhering to the schedule set forth by the health care team is important and discharge planning should begin upon the client’s admission to the clinical environment. By prioritizing tasks, patient education, treatments and procedures the nursing student will ensure that they are utilizing time in the most effective and efficient way.

**4.2 Compassionate care:** Providing care with compassion creates a better nursing student-client relationship. It reflects the nursing student’s desire to respect the client as an individual, to help the client maintain their safety and dignity, to provide support and comfort, to assist the client to achieve optimal independence and meet their health goals.

**4.3 Professional care:** Professional communication, appearance, and behavior by the nursing student demonstrates respect for the client and for self. The nursing student has the responsibility to be prepared to meet the objectives assigned in caring for clients and to demonstrate safe, quality nursing care. These professional actions by the nursing student enhance the image of nursing and contribute to building a trusting relationship between the nursing student and the client, and between the nursing student and the health care team. An essential component of professional care by the nursing student and the health care team in the 21st century is to assure that the client receives culturally and linguistically appropriate health education and services (NSNA Resolution #15, 2009).

**5. Communicate client care in a truthful, timely and accurate manner.**

**5.1 Truthful communication:** Veracity is key to developing trusting relationships in academic and clinical environments. Truthful and thorough communication between nursing students and nursing faculty or preceptors, and between nursing students and healthcare professionals is a key component to providing safe, quality care within an optimal clinical learning environment.

**5.2 Timely communication:** Communicating client care information at the appropriate time is a duty of nursing students. Timely communication allows for assessments, interventions, and that changes to the plan of care be initiated and completed in a timely manner.

**5.3 Accurate communication:** Accurate communication is a responsibility of the nursing student. The nursing student, by providing an accurate, concise and timely report on the client’s
assessment and status changes helps the nurse in charge of the client’s care and the primary care provider to make informed client care decisions and follow-up with further assessment as required.

** 6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.

6.1 Promote the highest level of moral and ethical principles:
Nursing students should be familiar with the NSNA Student Bill of Rights and Responsibilities and the NSNA Code of Ethics for Nursing Students (Part I: Code of Professional Conduct and Part II: Code of Academic and Clinical Conduct) and supporting documents. Being well informed and encouraging others to read and adhere to the NSNA Code of Ethics for Nursing Students and the ANA Code of Ethics for Nurses (ANA House of Delegates, 2001) actively promotes the values and ethics of the nursing profession. Acting under ethical principles ensures that the care being provided does not jeopardize the client’s basic rights or endanger professional relationships.

6.2 Accepting responsibility for our actions: Nursing students are accountable to the educational institution, the health care institution that provides the clinical learning environment, and above all to clients and society as a whole. The nursing student must function within the state’s Nurse Practice Act, the Scope and Standards of Nursing Practice (American Nurses’ Association, 2004) and the Policies and Procedures of the health care institution. The nursing student will care for clients only under the supervision of the nursing faculty or preceptor. Supervision must be completed in accordance with the clinical education agreement between the nursing program and the health institution providing a clinical learning environment to meet the student’s clinical learning objectives.

** 7. Promote excellence in nursing by encouraging lifelong learning and professional development.

7.1 Excellence in Nursing: Nursing is a profession that demands a nursing student’s commitment to evidence-based practice and to the health, well-being, and safety of clients. The client willingly gives the nursing student their trust in her/his ability to provide nursing care in accordance with their clinical education objectives.

7.2 Encouraging lifelong learning: The health care environment is ever changing. Nursing students, after attaining licensure as a registered nurse, have a responsibility to continue to educate themselves formally and informally throughout their careers to remain clinically competent to meet the health care needs of an increasingly diverse client population across an ever changing health care environment.

7.3 Professional development: Professionalism is a key factor for gaining the trust of others. Participation in professional organizations is imperative to one’s professional development. It begins by nursing students becoming active members and participants in NSNA; participants in nursing research utilization to advance evidence-based practice (NSNA Resolution #3, 2009); and in advocating for interdisciplinary education opportunities (NSNA Resolution # 13, 2009). Professional development continues for registered nurses as evidenced by membership in
state nurses association (ANA) and specialty nursing organizations, and through continuing formal education.

** 8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.

8.1 Treat others with respect: Nursing is based on client care that is supported by a foundation of respect and trust. Respect should be a fundamental component of intra-professional and inter-professional collaboration in which the nursing student participates (Nursing’s Social Policy Statement, ANA, 2003).

8.2 Promote an environment that respects human rights: As members of NSNA, nursing students pledge to refuse to engage in, or condone discrimination on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, lifestyle, disability, or economic status (NSNA Code of Ethics: Part One, 1999; NSNA Bylaws, Article III Purpose and Functions, Section 2, item f, 2007). By providing an atmosphere that allows clients to voice their needs, and to collaborate with the health care team, clients are empowered to meet their health care goals.

8.3 Values: All clients have a unique set of beliefs that form their values. Nursing students are obligated to holistically provide care to clients in ways that respect the client’s belief system & empower them to attain their health goals.

8.4 Choice of cultural and spiritual beliefs: All individuals have a unique set of values that are influenced by their culture and spirituality. Nursing students have a responsibility to demonstrate respect for the client by seeking to understand the client’s health care goals, their strengths and values, their cultural and spiritual beliefs, and how they influence and support the client’s care.

** 9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care

9.1 Collaborate in every reasonable manner: Clinical learning environments are places for applying the skills that nursing students have learned in the classroom and nursing lab. Nursing students are compelled to deliver the highest quality of care possible in these clinical learning environments. If the student has questions or needs clarification on a procedure or nursing intervention they are obligated to refer those questions to the nursing faculty or preceptor assigned to manage the student’s clinical learning experience. The client’s safety is the highest priority and the student should not let their questions go unanswered.

** 10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.

10.1 Nursing is a fast paced ever-changing field that leaves little or no room for error. It is imperative for nursing students to communicate what they are learning as well as the need for further education in a clinical practice area through any means possible such as, verbal conferences and written evaluations. Learning as a process may vary for each individual student. However, each
student shares responsibility for ongoing evaluation of their clinical learning and participates as an active learner by demonstrating and documenting that their clinical learning objectives have been met and maintained.

** 11. Encourage faculty, clinical staff, and peers to mentor nursing students.**

**11.1 Encourage faculty:** Nursing faculty are an important and readily available source of information and serve as role models for professional practice. By encouraging faculty to mentor students in evidence-based practice, in professional involvement in NSNA as a student, and in other nursing organizations after graduation, nursing programs prepare students to advocate for clients and to provide safe quality nursing care.

**11.2 Encourage staff:** Clinical staff and clinical preceptors are important sources of information about safe quality nursing practice and evidence-based Policies and Procedures in the clinical practice environment. By encouraging staff to mentor nursing students and to role model professional behaviors, health care institutions can create welcoming and effective learning environments.

**11.3 Encourage peers:** Peer mentoring has a unique advantage because of the shared experience of being a nursing student. Peers provide a different perspective on a nursing student’s performance than faculty or staff, which can be facilitated through peer reviews and discussions. These reviews promote a career-long activity of collaborative learning and peer mentoring, and should be practiced as a component of clinical learning.

** 12. Refrain from performing any technique or procedure for which the student has not been adequately trained.**

**12.1 Operating within appropriate scope of practice:** The client’s well being is the highest priority. By performing procedures or interventions that the student is not ready to perform, the student and faculty are placing the client’s well being in jeopardy. The student must inform the faculty or clinical preceptor assigned to supervise the clinical experience whenever they are unprepared to safely provide an assigned intervention or procedure. This allows the faculty or clinical preceptor to provide the needed information for safely conducting the procedure.

** 13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self or others.**

**13.1 Academic or clinical setting:** Nursing students must recognize that actions influence the reputation of the nursing program and the profession of nursing. Therefore, whether on campus or in clinical settings, nursing students have a responsibility to come prepared to provide safe quality nursing care under the direction of the faculty or preceptor. By not engaging as an active learner or violating the nursing program’s code of conduct (i.e. not coming prepared to class, missing a significant amount of class time, cheating or condoning other student’s actions to cheat on exams, etc.) violates ethical and academic responsibilities of nursing students and future nurses. As an NSNA member, nursing students pledge in the *NSNA Code of Professional Conduct* (1999) to refrain from any form of cheating or dishonesty, and take action to report dishonorable practices to proper authorities using
established channels.

13.2 Creating unnecessary risk of injury to the client, self, or others:
Nursing students have shared responsibility with the health care team for maintaining the safety of clients, themselves, and others in the academic and clinical learning environment. Any action that creates the potential for harm or increases the risk for failure to maintain and support the physical or mental integrity of clients, self, or others is contradictory to these responsibilities. Competent delegation and supervision is a shared responsibility between the registered nurses and the health care team to control for unnecessary risks of injury to the client, self, or others. Nursing education should provide nursing students with opportunities to develop competencies related to delegation, including assessment and planning, communication, surveillance and supervision, evaluation and feedback (National Council of State Boards of Nursing (NCSBN), 2005; NCSBN & ANA, 2006).

13.3 Refraining from any deliberate action or omission of care that creates unnecessary risk to the client, self, or others:
Knownly withholding action, acts of omission of care, and deliberate actions that create unnecessary risk to the client, self, or others is a violation of the ethical and professional responsibilities of nursing students. Such acts are subject to review by the academic institution, and others as deemed appropriate.

** 14. Assist the staff nurse or preceptor in ensuring that there is a full disclosure and proper authorizations are obtained from clients regarding any form of treatment or research.

14.1 Assist staff or preceptor: While the nursing student may observe and assist the staff nurse or preceptor with the education and care of the client, primary responsibility for informed consent and managing and implementing the plan of care/research protocols remains with the physician/primary care provider/researcher in collaboration with the client, the staff nurse, and health care team.

14.2 Ensuring that there is full disclosure: The nursing student should immediately, in a confidential setting, make full disclosure of any questions the client verbalizes and any concerns pertaining to the client’s safety, privacy, or informed consent to the nursing faculty or preceptor as well as to the staff nurse assigned to the client.

14.3 Proper authorizations are obtained from clients: The staff nurse assigned to provide the client’s care has the responsibility with the physician/primary care provider/researcher to assure that the client understands the treatment and/or research being provided and that proper authorizations are obtained from client after all of the client’s questions are answered (National Institutes of Health (NIH), 2006).

14.4 Regarding any form of treatment or research: Human subject research requires that participants be given full disclosure of the purpose and procedures in the research study, including the potential benefits and risks. The client maintains the right to decide to participate or not to participate in the research (NIH, 2006).
** 15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.

15.1 Abstain from the use of alcoholic beverages or any substances that impair judgment: Nursing students strive to promote client, family, co-worker, and self safety in academic and clinical settings. This cannot be accomplished when health professionals or nursing students are under the influence of any substance, legal or illegal, which impairs judgment. Impaired decision making can contribute to poor patient outcomes and can lead to disciplinary action.

15.2 In the academic and clinical setting: In classroom and clinical settings nursing students gain opportunities to build their critical thinking skills and learn to make sound clinical judgments. Nursing students should hold their colleagues and peers to this same standard. In that regard, if one suspects a colleague of alcohol or substance intake, he or she should discuss the situation in a confidential setting with the nursing faculty or preceptor.

** 16. Strive to achieve and maintain an optimal level of personal health.

16.1 Optimal level of personal health: As agents of a research-based industry we must remember the objective and scientific guidelines of optimal health. Taking care of one’s self is important to providing good nursing care. Personal health encompasses both physical and mental health.

16.2 Striving to achieve and maintain: It is important for nursing students to be familiar with and routinely practice a healthy lifestyle. Nursing students and nurses are ambassadors, role models, and health educators for clients. It is an important responsibility for nursing students to maintain their own physical and mental health to provide safe quality nursing care to clients.

** 17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.

17.1 Support access to treatment and rehabilitation for students experiencing impairment: Nursing students should be familiar with the established policies and regulations related to substance abuse. Nursing students who are substance abusers must seek assistance to address this issue. By not doing so places both the student and clients in jeopardy and may result in dismissal from the program; disqualification for taking the licensure examination; and in the case of professional misconduct or malpractice, may result in legal action.

17.2 Mental or physical health issues: Nursing students suffering from mental and/or physical health issues must address these issues as soon as they become known. Assistance may be available at the student health center or other providers either on or off campus. By maintaining a high level of mental and physical health, nursing students will have the capacity to help others.

** 18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school appeal policy.

18.1 Uphold school policies and regulations related to academic and clinical performance: Adherence to the rules and regulations that are established for students including honesty, integrity, and
professionalism within all academic and clinical settings is imperative. Nursing students must hold themselves and others accountable to these high standards. Being aware of the rules, regulations, and policies is part of this accountability; ignorance is not an excuse for violations.

18.2 Reserving right to challenge and critique rules and regulations as per school appeal policy: Nursing students have the right to challenge and critique rules and regulations following the process outlined in the school’s appeal policy. Student perspectives and evaluations should be integral components of quality improvement for classroom and clinical learning environments, and the curriculum. NSNA adopted the Student Bill of Rights and Responsibilities (NSNA House of Delegates, 1975, 1991, 2006) and Appeal Procedures (NSNA Board of Directors, 1975, 1991) to provide nursing students, faculty, and nursing programs a resource for developing and revising school appeal policies. Nursing students have a responsibility for adequate preparation for participation in academic classroom and nursing lab environments, and for safe quality clinical practice under the direction and supervision of nursing faculty and clinical preceptors. © 2009, National Student Nurses’ Association, Inc.

References and Resources:


Guidelines on Living Healthy See the Centers for Disease Control and Prevention website for more detailed information and guidelines on living healthy: http://www.cdc.gov/HealthyLiving/.

Health Insurance Portability and Accountability Act (HIPAA) and the Patient Self Determination Act See the National Institutes of Health (NIH) training site for an introduction to legal issues in clinical research, including content on HIPPA and the Patient Self Determination Act presented by Valerie H. Bonham, Office of the General Counsel, NIH on December 11, 2006: http://www.nihtraining.com/cc/ipcr/current/downloads/Bonham121106

Standards of Care See this site for information on the “standard of care”: http://www.jointcommission.org/StandardsFAQs2009+Standards+FAQs.htm

Reference for Student Nurses Code of Ethics: All information is directly quoted from this organization.


MSU-Northern
APENDIX C
Honesty Statement Example

Students may not look at any other student's computer or paper during an exam unless directed to do so. Students may not use any device, papers, books or other materials without prior written approval of the nursing instructor or the Director of Nursing at least seven days in advance of the exam. Students may not have more than one Web browser and one Browser Tab open on their computer. They may not have any other software open on their computer except what is needed for the exam per the written directions of the instructor. Discussing at anytime the exam may be determined to be academic dishonesty and should be avoided. Any perceived cheating will be handled as actual cheating per the policies of the Nursing Department and the College.
APENDIX D
TIPS FOR BEING A MODEL STUDENT

A goal of all MSU-Northern Nursing program faculty is to develop positive relationships with students; to be your mentor, advisor, or a networking connection later in your academic career. In his article *How to Impress your Professor*, Mark Rowh gives six proven strategies to assist students in making a great impression on professors and set the atmosphere for a positive relationship:

1. **Get off to a Good Start** – “Although everything covered in a given course is pretty important, the first few days are crucial,” (Rowh, 2012, p. 23). This is where the first impression begins so start off making it a positive one.
   - a. Study the syllabus and ask questions you do not understand right away on the first day of the course
   - b. Start working right way on assignments
   - c. Have the text books in hand
   - d. Get a jump start on readings

2. **Be Visible** – “Participating in class discussions is a great way to show that you’re engaged – not mention helping in learning and retaining the information,” (Rowh, 2012, p. 24).
   - Ask questions - ask for clarification about reading, lecture, or presented material if you do not Understand

3. **Put in the Work** – It takes hard work to be successful in nursing school. Demonstrate your commitment to success by completing all assignments and study hard enough to do well on exams, (Rowh, 2012, p. 24).

4. **Build Relationships** – Interact and get to know your professors. Introduce yourself, take advantage of opportunities to connect in and outside of class, and schedule meetings during their office hours. MC nursing faculty teach because they like teaching and working with students. They enjoy talking with and visiting with students.

5. **Communicate About Problems** – If you are experiencing problems that are interfering with your ability to be a good student, turn in assignments on time, miss class, etc. share this with the faculty. Be sure this communication occurs before the deadline or before you are late, not after. By communicating, faculty can work with you to possibly suggest how to work out the interference. By not communicating you close the door to this opportunity.

6. **Pay Attention to Details** – “Among your academic responsibilities is staying informed. Keeping tabs on class-related details will reinforce your image as a serious student,” (Rowh, 2012, p. 25). You can do this by:
   - ✔ Regularly reviewing the syllabus and course outlines
   - ✔ Checking e-mails and Moodle frequently
   - ✔ Keeping track of your grades
   - ✔ Question professors about any details that are not clear in a timely manner. Do not start asking questions the night before the assignment is due.
   - ✔ “Clarify questions with your professor, but only after you’ve done your part in following instructions and material that has already been given to you. You won’t win points by asking whether the assignment is a three-page or five-page when the details are given in your syllabus,” (Rowh, 2012, p. 25).
PET PEEVES

Author Marjorie Hansen Shaevitz lists these specific pet peeves of professors that students should avoid doing, because they are the wrong thing to do.

✓ Not having read the assigned reading before class and, therefore, not being able to respond appropriately when called upon.
✓ Talking in class or being otherwise interruptive
✓ Playing games or surfing the Web on a laptop to tablet
✓ Asking inappropriate or self-serving questions. Example: “What do I need to know to get an A on this test?” or “Is this going to be on the exam?” Or earning poor grades and then saying “I really need to have a good grade in this class; would you change it?” (Rowh, 2012, p. 25)

SIMPLE WAYS TO SHINE

“Dr. Sherene McHenry, author of The Busy Student’s Guide to College and Career Success, offers these tips for creating a positive impression—they’ll make you a better student in every possible way,” (Rowh, 2012, p. 25).

✓ Attend every class
✓ Get to class a few minutes early
✓ Sit in the front
✓ Stay actively engaged by taking notes
✓ Don’t text or visit social medial sites in class
✓ Answer the first questions you know in every class
✓ Edit your papers before you turn them in
✓ Do well on exams by studying earnestly
✓

References: Rowh, M. (2012) How to Impress Your Professors. Silver Spring, MD:
APENDIX E
Nursing Student Functional Expectations

In order to be admitted and to progress in the nursing program one must possess a functional level of ability to perform the duties required of a nurse. Admission or progression may be denied if a student is unable to demonstrate the essential functions with or without reasonable accommodations.

The essential functions delineated are those deemed necessary by the Montana State University – Northern nursing program. No representation regarding industrial standard is implied. Similarly, any reasonable accommodations made will be determined and applied to the respective nursing program and may vary from reasonable accommodations made by healthcare employers.

The essential functions delineated below are necessary for nursing program admission, progression and graduation and for the provision of safe and effective nursing care. The essential functions include but are not limited to the ability:

Sensory Perception

Visual
- Observe and discern subtle changes in physical conditions and the environment
- Visualize different color spectrums and color changes
- Read fine print in varying levels of light
- Read for prolonged periods of time
- Read cursive writing
- Read at varying distances
- Read data/information displayed on monitors, computers and equipment

Auditory
- Interpret monitoring devices
- Distinguish muffled sounds heard through a stethoscope
- Hear and discriminate high and low frequency sounds produced by the body and the environment
- Effectively hear to communicate with others

Tactile
- Discern tremors, vibrations, pulses, textures, temperature, shapes, size, location and other physical characteristics

Olfactory
- Detect body odors and odors in the environment

Communication/ Interpersonal Relationships
- Verbally and in writing, engage in a two-way communication and interact effectively with others, from a variety of social, emotional, cultural and intellectual backgrounds
- Work effectively in groups
- Work effectively independently
- Discern and interpret nonverbal communication
- Express one’s ideas and feelings clearly
- Communicate with others accurately in a timely manner
- Obtain communications from a computer
Cognitive/Critical Thinking

- Effectively read, write, and comprehend the English language
- Consistently and dependently engage in the process of critical thinking in order to formulate and implement safe and ethical nursing decisions in a variety of health care settings
- Demonstrate satisfactory performance on written or computerized examinations including mathematical computations without a calculator
- Satisfactorily achieve the program objectives

Motor Function

- Handle small delicate equipment/objects without extraneous movement, contamination or destruction
- Move, position, turn, assist with lifting or lift and carry clients without injury to clients, self or others
- Maintain balance from any position
- Stand on both legs
- Coordinate hand/eye movements
- Push/pull heavy objects without injury to client, self or others
- Stand, bend, walk and/or sit for 6-12 hours in a clinical setting performing physical activities requiring energy without jeopardizing the safety of the client, self or others
- Function with hands free for nursing care and transporting items
- Transport self and client without the use of electrical devices
- Flex, abduct, and rotate all joints freely preventing injury to client, self or others
- Respond rapidly to emergency situations
- Maneuver small objects
- Perform daily care and functions for the client
- Coordinate fine and gross motor hand movements to provide safe effective nursing care
- Calibrate/use equipment
- Execute CPR and physical assessment
  - Operate a computer
APENDIX F
STANDARD PRECAUTIONS

The following safe work practices for health care workers are advocated by the Center for Disease Control. When the term Standard Precautions is used, it will refer to the following set of work practices.

1. All health care workers will use appropriate barrier precautions to prevent skin and mucous membrane exposure when contact with blood or bodily fluids is anticipated.

2. Gloves must be worn when touching blood, bodily fluids, mucous membranes, or non-intact skin.

3. Gloves must be worn when handling items or surfaces contaminated with blood or bodily fluids.

4. Gloves must be worn while performing venipuncture and other vascular access procedures.

5. Gloves must be changed after contact with each client.

6. Masks and protective eyewear or face shields should be worn during procedures that are likely to generate droplets of blood or other bodily fluids in order to prevent exposures of the mucous membranes of the mouth, nose, and eyes.

7. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other bodily fluids.

8. Hands and other skin surfaces should be washed immediately and thoroughly with water and antiseptic cleanser if contaminated with blood or other bodily fluids.

9. Hands should be immediately washed after gloves are removed.

10. Healthcare workers must take precautions to prevent injuries caused by needles, scalpels, and other sharp instruments or devices during or after medical procedures, when cleaning instruments, and during disposal of used needles.

11. To prevent needle-stick injuries, needles should not be recapped, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand.

12. After they are used, disposable syringes, needles, scalpel blades, and other sharp items must be placed in puncture-resistant containers for disposal. These containers should be as close as practical to the area where disposable sharps are used.

13. Mouth pieces, resuscitation bags, or other ventilation devices should be available for use in areas in which the need for resuscitation procedures is reasonably anticipated.

14. Health care workers who have exudative lesions or weeping dermatitis must refrain from handling client and client-care equipment until the condition is resolved.

15. Healthcare workers will use effective hand washing methods BEFORE and AFTER all client contact.
APENDIX G Turnitin

Notice to Students:

MSU-Northern has joined the MSU system (Billings, Bozeman, Great Falls, and Havre) in adopting TurnItIn plagiarism detection software. The primary intent of adopting TurnItIn is to provide a positive instructional tool in terms of student learning related to information literacy, academic integrity, originality, creativity, and writing skills; however, your instructors may also use TurnItIn to determine whether material you quoted, paraphrased, summarized or used in any way is properly cited or is plagiarized. Faculty, at their discretion, may opt to have assignment submissions automatically checked against the TurnItIn database to generate an originality report. The originality report will record what percentage of the submission either matches or is highly similar to text from a wide variety of sources within the TurnItIn database. The originality report will also specifically identify which portions of the text are similar or identical to existing sources and provide links to those sources for comparison. Note that if your instructor opts to submit your assignments to TurnItIn, your work will likewise be stored in the database as a source document for comparison with future submissions. TurnItIn will not use the content of your submission for any purpose other than to compare future submissions for matching or highly similar text.

You are strongly encouraged to review MSU-Northern’s Academic Misconduct Policy 601.2, including plagiarism and multiple submissions, available at http://www.msun.edu/admin/policies/600/601-2.aspx. If you have any questions about this policy or what constitutes plagiarism, be sure to consult your instructors. If you have any questions about TurnItIn specifically, please contact Randy Bachmeier, Dean of Extended University (Desire2Learn and TurnItIn system administrator), at rbachmeier@msun.edu or (406) 265-4152.

Below are links to several resources to help you understand and avoid plagiarism, as well as links providing additional information about TurnItIn.

Writing Resources:

Avoiding Plagiarism: http://owl.english.purdue.edu/owl/resource/589/1/
Quoting, Paraphrasing, and Summarizing: http://owl.english.purdue.edu/owl/resource/563/1/
APA Style: http://owl.english.purdue.edu/owl/section/2/10/
MLA Style: http://owl.english.purdue.edu/owl/section/2/11/

TurnItIn Resources:

THE FOLLOWING FORMS

PAGES 73-76

NEED TO BE SIGNED AND RETURNED TO THE DEPARTMENT OF NURSING BY THE FIRST DAY OF CLASS. IF IT IS NOT TURNED IN, YOU WILL BE UNABLE TO ATTEND LAB OR CLINICAL.

IT IS RECOMMENDED THAT YOU RETAIN A SIGNED COPY FOR YOUR OWN RECORDS. BLANK COPIES OF THESE FORMS CAN BE FOUND ON THE MSU-NORTHERN NURSING WEBSITE IN THE STUDENT NURSING HANDBOOK
STUDENT ACKNOWLEDGEMENT

I acknowledge receipt of the ASN Nursing Student Handbook. I understand that it’s my responsibility to read and comprehend the policies of the Department of Nursing outlined in the Nursing Student Handbook. The Nursing Faculty and Director, Lisa Scheresky-O’Neil, are available to answer any questions that may arise.

Printed Name: ____________________________________

Signature: _______________________________________    Date: __________

This form will be placed in my academic file; I have retained a copy of this agreement for my records.

**Sign and submit to the Department of Nursing**
STANDARDIZED EXAMINATIONS

Nursing students are required to take standardized examinations while in the ASN program. Students have a four semester contract and make payments for the examinations each semester. Students will see a standardized test charge of $100 per semester attached to the following classes; Fundamentals, Core Adult Health, Complex Maternal Child and Managed Client Care on their bills. Students may be able to pay for these examinations with financial aid and should ask the financial aid department if this is possible. LPNs may pay a higher testing fee because all tests need to be paid for in two semesters. The assessment exams provide useful information to you, the program, and the faculty. After each exam the student can access information on the testing site detailing areas to study. This information explains areas that need to be remediated for the NCLEX-RN examination. Students will sign a form stating that they have read and understand the HESI standardized Examination Policy.

Faculty will add 5-8% of the HESI test score to the student’s final grade for the following Nursing classes: Fundamentals of Nursing, Complex Care Mental Health, Complex Care Maternal/Child, Complex Care Adult and Managed Client Care.

For the comprehensive/exit exam from the nursing program, a student will need to earn a 75% in order to pass the NRSG 266/267 course. If a 75% is not earned, then a student can re-take the exam two (2) more times. If a 75% is not achieved, the student may earn an “F” in NRSG 266.

Printed Name _________________________________
Signature _____________________________________ Date__________

This form will be placed in my academic file; I have retained a copy of this agreement for my records.

Sign and submit to the Department of Nursing
Students enrolled in the Department of Nursing recognize the importance of protection of confidential information about clients and their families and of the operations of agencies where students are placed for clinical experiences. It is the obligation of every student to protect and maintain confidentiality. All client information is considered confidential. It is the ethical and legal responsibility of all students to maintain and comply with all confidentiality requirements of the agencies used for clinical experiences.

As a student at Montana State University-Northern Department of Nursing, I agree to the following:

1. I will protect the confidentiality of all clients, family and clinical agency information.
2. I will not release unauthorized information to any source.
3. I will not access or attempt to access information other than that information which I have authorized access to and need to know in order to complete my assignment as a student nurse.
4. I will report breaches of the confidentiality agreement by others to my clinical instructor. I understand that failure to report breaches of confidentiality is an ethical violation and subjects me to disciplinary action.
5. I will not put client/family/clinical agency identifying information on any stored information (disk or hard drive) on my own personal computer or on any other public or private computer.
6. I will not photograph or digitally record any client/family/clinical identifying information.
7. I will not have conversations outside of the clinical/post conference setting concerning clinical experiences.

Printed Name _________________________________
Signature _____________________________________ Date _______________

This form will be placed in my academic file; I have retained a copy of this agreement for my records.

Sign and submit to the Department of Nursing
PHOTO RELEASE FORM

I give Montana State University Northern and the Department of Nursing permission to use my picture on their website, in presentations by the Department of Nursing and in area newspapers to highlight department accomplishments. On occasion pictures are taken of students while participating in student activities, such as parades, moneymaking projects, group photos on orientation day, pinning and scholarships awards. Pictures may also be used in brochures for advertisements.

Agree _______                 Disagree _______

Signature: ________________________________    Date: _____________

Printed Name: ______________________________

This form will be placed in my academic file; I have retained a copy of this agreement for my records.

Sign and submit to the Department of Nursing