BACHELOR OF SCIENCE IN NURSING

2012-2013 STUDENT HANDBOOK
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COLLEGE OF NURSING PHILOSOPHY

PHILOSOPHY OF UNDERGRADUATE NURSING EDUCATION

The College of Nursing (CON) is situated within a land-grant University that promotes community partnerships and collaborative learning. We actively engage local, national and global partners to create and realize the shared vision of health, wellness and disease management. The CON is responsible for providing student and faculty support services and for maintaining the integrity of the curriculum.

We believe that education is the enhancement of affective, cognitive and behavioral learning through the creative manipulation of situations and processes. Professional education in nursing integrates knowledge from the nursing, social, behavioral and natural sciences to prepare ethical nurse leaders to meet the health care needs of our rapidly changing global society and to advance the discipline of nursing.

Learning is a life-long, developmental process. Learners move through this developmental process at differing rates according to diverse sociocultural, educational, and experiential backgrounds and learning styles. Learning is most effective when there is integration of a variety of experiential and didactic activities. The learning outcomes of professional nursing are shaped by professional standards, social mandates and regional characteristics. The College of Nursing faculty defines the timeframe for sequential achievement of critical outcomes and their measurement. Faculty are responsible to design and facilitates situations and processes that facilitate the learning for diverse students. Educational situations and processes are a microcosm of the situations and processes students will encounter and use in their professional life.

The goal of nursing education is competent nursing practice. Competency is measured within the affective, cognitive and behavioral domains. Within the context of nursing, competency is the habitual and judicious use of critical outcomes that benefit persons and populations. Faculty engage students in deliberating the state of nursing science. Faculty translate and integrate prior learning, aiming for increasingly more complex and comprehensive mastery. Since all health and illness phenomenon are complex, faculty impose structure by defining and limiting the number of variables considered and the number and complexity of skills to be learned. As students advance in their developmental mastery of competencies, they can manipulate more variables and form abstract patterns for unique situations, ultimately achieving a pattern of habitual performance of knowledge, attitudes and skills.

Students actively partner with peers, faculty, colleagues and communities to achieve their MSU BSN program competencies. Students accept responsibility for retaining, retrieving and applying prior learning within the nursing context. Students use a variety of self-assessment strategies to discover and develop their learning patterns, and to track their mastery of the critical outcomes, and apply these learned patterns to their life-long professional practice.

Approved by Faculty, December 19, 2003
COLLEGE OF NURSING MISSION STATEMENT

The mission of Michigan State University’s College of Nursing is to enhance the health of the community by providing excellence in nursing education, nursing research and nursing practice. We will advance the profession of nursing and serve as an advocate for optimal health care for all people. The mission will be accomplished through our strategic priorities:

**Education:** Provide a balanced array of educational programs to prepare nurse leaders for practice, research, and education.

**Research:** Increase research activity in focused areas of excellence and expand team science.

**Practice:** Lead nursing practice partnerships that translate nursing science into practice to improve health outcomes.

Approved 5/10/2011 Faculty Meeting

COLLEGE OF NURSING VISION

The Michigan State University College of Nursing is a leader in creating positive change in healthcare outcomes locally, nationally, and globally through excellence in nursing education, research, and practice.

Approved 9/16/2011 Faculty Meeting
BACCALAUREATE PROGRAM CONCEPTUAL FRAMEWORK

The MSU College of Nursing uses this conceptual framework to provide structure, direction, continuity, and emphasis-areas for the baccalaureate-level nursing program. This framework indicates the interaction between humans and the environment, the qualities of health and wellness, as well as the nature of nursing practice.

The ecological environment, which is present at multiple and interdependent levels, provides the context that facilitates or inhibits human growth, development, quality of life and death. The micro level includes enzymes, hormones, genes, cells and organs. The individual level includes the complete and integrated human being. The interpersonal level includes individuals in relationship with others. Finally, the system level includes organized collectives such as societies, their cultures and subcultures, and their institutions (religious, political and economic (Buboltz & Sontag, 1993). The environment is characterized by change, transition, development and growth.

Human individuals or collectives are integrated biophysical, temporal, psychological, developmental, social, cultural and spiritual beings that are interdependent with their environment. Humans perceive and respond to their environment through patterns that are acquired and supported within culture and society (American Nurses Association, 1991, 2002; Buboltz & Sontag, 1993; Leininger, 1978; Watson, 2002). Humans both adapt to and are active agents in modifying and choosing their environment. Humans experience change, development and transitional processes throughout their lifespan until death.

Health includes multidimensional equilibrium and well-being across the life span until death. Illness and disease are deviations from health, while sickness is the culturally defined social and psychological response to these deviations. The dynamic interaction between humans and the environment operate to determine human health and wellness. Disparities between the health status of groups and populations result from human-environmental interactions. Wellness, which encompasses and transcends health, is the integration of the multidimensional aspects of humans. Wellness involves purposeful direction and is oriented toward maximizing integration, growth, and potential, either on the part of the human or those caring for them (Watson, 2002). Health and wellness can be both be promoted by individuals, groups, and caregivers. Health promotion and risk reduction are individual and group level processes that facilitate values and behaviors that achieve and/or maintain an optimal level of wellness and reduce disease/injury risk across the life span.

Nursing is a professional discipline concerned with health promotion and risk reduction, illness and disease management and facilitating quality of life and death (American Nurses Association, 2002). While nurses are a part of the system level of the environment, they interact across all levels, and engage with humans at all points along their life trajectory. Nursing practice is the use of communication, critical thinking, nursing therapeutics and illness and disease management to creatively promote health and wellness. Quality of life and death can be facilitated or inhibited by affecting the transitional processes within human and their environment (Meleis, Sawyer, Im, Messias, & Schumacher, 2000; Olsson & Ek, 2002). Nurses assist humans in adapt to or modifying their environment.
Professionalism in nursing is the use of leadership and ethical decision making to promote optimal health outcomes within organizations and systems of care. The nurse is a Professional Leader who uses ethical decision-making and advocacy to maximize the capacity of humans toward self-determination, supporting and protecting those who are in need, and to influence health policy. Scholarly Practice is the use of evidence based practice and global and cultural competence toward the promotion of health and wellness, and the management of illness and disease (American Nurses Association, 2002; Leininger, 1978; Watson, 2002).

CONCEPTUAL FRAMEWORK TO CURRICULAR CONCEPTS

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Theoretical Construct</th>
<th>Curricular Concept</th>
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<tbody>
<tr>
<td>Beginning Practitioner</td>
<td>Nursing Practice</td>
<td>Nursing Therapeutics</td>
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<td>Communication</td>
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<td>Illness and Disease Management</td>
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<td></td>
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<td>Critical Thinking</td>
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<td></td>
<td>Health and Wellness</td>
<td>Health Promotion and Risk Reduction</td>
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<tr>
<td>Caring Professional</td>
<td>Professionalism</td>
<td>Professional Leadership</td>
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<td></td>
<td></td>
<td>Ethical Practice</td>
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<tr>
<td>Novice Clinical Scholar</td>
<td>Scholarly Practice</td>
<td>Evidence Based Practice</td>
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<td></td>
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<td>Global and Cultural Competence</td>
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</tbody>
</table>
**CURRICULUM GLOSSARY**

**A conceptual framework** guides observation and interpretation of an area of interest. The MSU College of Nursing uses this conceptual framework to provide the structure, direction, continuity and areas of emphasis for the baccalaureate-level nursing program. This framework provides answers to relevant questions regarding the interaction between humans and the environment, the qualities of health and wellness, as well as the nature of beginning level nursing practice.

**Theoretical constructs** are derived from the conceptual framework, and provide focus and direction for the curriculum.

**A curricular concept** is a specific component that makes up each theoretical construct. These are the components that the MSU CON tracks and teaches to make sure that students achieve adequate preparation to enter the nursing profession as a beginning practitioner, a novice clinical scholar and a professional leader. The MSU CON curricular concepts are:

- **Nursing Therapeutics** is the mastery of the skills, teaching-learning technology, resources and nursing procedures required for the delivery of focused nursing care that ensures patient and provider safety. It is based on the synthesis of assessment data collected on humans, populations and environments.
- **Communication** is the interactive process based on personal, cultural, ethical, spiritual, and developmental awareness that builds interpersonal relationships between colleagues, disciplines, persons, and populations. Essential skills include use of critical listening, reading, technology, verbal, nonverbal, and written media.
- **Critical Thinking** is a process that fosters accurate prediction and guides practice. Critical thinking is a purposeful, goal-directed process that employs creativity, logic, analysis and intuition to make decisions.
- **Illness and disease management** is the identification of health problems early in their course, maximization of quality of life, and maintenance of optimal level of functioning throughout the course of illness, including aging and end of life care. It addresses the physical, psychological, social and spiritual needs of persons and populations
- **Health promotion/risk reduction** is a set of processes that facilitate values and behaviors of persons and populations that achieve and/or maintain an optimal level of wellness and reduce disease/injury risk across the life span.
- **Professional Leadership** is built upon lifelong personal and professional development. The Professional Nurse Leader promotes optimal health outcomes within organizations and systems of care. Essential roles include clinician, outcomes manager, educator, team manager, change agent, and systems analyst.
- **Ethical practice** is the incorporation of moral values, principles, and codes to protect the rights of persons and to effect quality personal, professional, and societal outcomes.

**Evidence based practice** the integration of best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
Global and cultural competence is the analysis of the diverse factors that influence health and illness and the application of that understanding to promote health and wellness.

Curricular infusions are specific threads which cross concepts, courses and levels through the curriculum. The identified threads for the College of Nursing include:

- End of Life
- Aging
- Safety
- Patient Education

A competency is the habitual and judicious integration of values, knowledge, and skills necessary for contemporary professional nursing practice. Within the context of nursing, competencies are the use of critical outcomes that benefit persons and populations.

A leveled objective is a sequentially developed ability that students achieve as a result of a defined set of learning experiences.

An indicator is a multidimensional assessment that demonstrates achievement of a competency. An indicator may measure more than one competency. Indicators are assigned within courses, and evaluated by the faculty of the assigning course. All of the indicators of a level must be passing for the student to onto the next level.

A rubric is an evaluation tool that uses a carefully defined scale of the primary traits or essential components of the specific assignment and describes varying levels of quality. Rubrics are designed to support as well as to evaluate student learning, making learning objectives clear to students before evaluation. The CON uses rubrics for many core assignments such as seminar reflective summaries and clinical performance.

A portfolio is a student maintained compilation of evidence that they have achieved the expected indicators for any given level. While the portfolio holds items from all the courses within a given level, they are submitted and evaluated in the seminar courses.

Overriders are critical concepts that span the levels of the curriculum, applicable to all courses and clinicals. Lack of adherence to these concepts nullify all efforts and achievements, regardless of quality. These major components supersede curricular concepts, competencies and indicators in achieving success within the major.

Safety Minimizes risk of harm to patients and providers through both system effectiveness and individual performance. (QSEN, 2008).

Summative evaluation is designed to gather conclusive data that indicates overall performance or outcome. The process identifies patterns and trends in performance and judges these summary evaluations against criteria to obtain performance ratings (Scriven, 1996).

Formative evaluation is a process of ongoing feedback on performance. The purposes are to identify aspects of performance that need to improve and to offer corrective suggestions (Tessmer, 1993).
LEVEL OBJECTIVES, COMPETENCIES, AND INDICATORS BY CURRICULAR CONCEPT ACROSS THE CURRICULUM

The CON has defined the following competencies that must be achieved by all students in each Level before progressing onto the next Level and graduating. At the end of each Level, all students will achieve the objectives and competencies listed below for that level, as well as the indicators specific to each course. All indicators, as well as the overall grade for a course, must be at 75% passing to proceed onto the next level.

LEVEL I

<table>
<thead>
<tr>
<th>Concept</th>
<th>Li Outcome</th>
<th>Li Competency</th>
<th>Li Indicator</th>
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<tbody>
<tr>
<td>COMMUNICATION I (COMM)</td>
<td>Follows procedures of the interactive processes and use of technology in relating to individual clients and health care professionals</td>
<td>1. Applies basic principles of therapeutic communication with assigned clients. 2. Differentiates among therapeutic, social, and professional communication.</td>
<td>NUR 330 Clinical Evaluation</td>
</tr>
<tr>
<td>CRITICAL THINKING I (CT)</td>
<td>Recognize the role of critical thinking processes in nursing practice.</td>
<td>1. Apply critical thinking in nursing practice with comprehension and acceptance. 2. Know and practice the critical thinking process.</td>
<td>NUR 340 Nursing Theory Paper</td>
</tr>
<tr>
<td>NURSING THERAPEUTICS I (NT)</td>
<td>Follows protocols for the delivery of nursing care to individuals.</td>
<td>1. Obtains an in-depth history and physical on healthy and acutely ill clients in order to obtain individual baseline data 2. Identifies and implements standardized nursing care plans on acutely ill individuals</td>
<td>NUR 330 Care Plan</td>
</tr>
<tr>
<td>HEALTH PROMOTION AND RISK REDUCTION I (HPRR)</td>
<td>Interpret theories and principles underlying health promotion and risk reduction.</td>
<td>1. Describe determinants of health relevant to the individual, family and community 2. Explain basic key health promotion/risk reduction concepts</td>
<td>NUR 340 Health Disparity Project</td>
</tr>
<tr>
<td>ILLNESS AND DISEASE MANAGEMENT I (IDM)</td>
<td>Follows procedures related to provide high quality, safe care necessary for the focused management of illness and disease.</td>
<td>1. Applies Standards of Care in the nursing care of individuals 2. Recognizes and manages illness and disease states of the individual based on underlying theories and principles</td>
<td>NUR 330 Care Plan</td>
</tr>
<tr>
<td>COURSE</td>
<td>OBJECTIVES</td>
<td>RESOURCES</td>
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</tbody>
</table>
| PROFESSIONAL LEADERSHIP I (PL) | Discuss the leadership role of the professional nurse within the healthcare environment. | 1. Identify characteristics that make nursing a profession.  
2. Identifies and describes nursing theory, history, philosophy, and research of the nursing profession  
3. Describe various health care systems. | NUR 340 Nursing Theory Paper |
| ETHICAL PRACTICE I (EP)       | Recognizes basic ethical decision-making processes in nursing practice scenarios. | 1. Understands how personal values relate to contemporary ethical issues  
2. Practice ethical problem-solving process in case studies. | NUR 340 Case Study Analysis |
| EVIDENCE-BASED PRACTICE I (EBP) | Recognizes concepts theories, and research evidence relevant to evidence-based nursing practice. | 1. Describes and examines the general components of the research process.  
2. Compare and contrast concepts, theories, & models in terms of their relevance to nursing. | NUR 340 Nursing Theory Paper |
| GLOBAL AND CULTURAL COMPETENCE I (GCC) | Recognize the interaction among global, cultural, societal, and policy factors on the health and wellness of individuals. | 1. Performs appropriate assessments for diverse clients across the life span, including perception of health.  
2. Situate professional nursing within the global and cultural context. | NUR 340 Health Disparity Project |
<table>
<thead>
<tr>
<th>Concept</th>
<th>LII Outcome</th>
<th>LII Competency</th>
<th>LII Indicator</th>
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<tbody>
<tr>
<td>COMMUNICATION II (COMM)</td>
<td>Competently engage in interpersonal relationships, professional communication, and information management with individuals, families, and health professionals.</td>
<td>1. Demonstrates effective communication skills in nurse-client and professional interactions 2. Demonstrate ability to communicate in writing with a variety of audiences.</td>
<td>NUR 370 Process Recordings</td>
</tr>
<tr>
<td>CRITICAL THINKING II (CT)</td>
<td>Demonstrate the use of critical thinking processes in nursing practice.</td>
<td>1. Demonstrates ability to compare and contrast textbook and relevant literature concerning selected patient issue (disease management, risk reduction, health promotion, health teaching) with patient assignment. 2. Takes initiative to plan creatively to meet patient goals.</td>
<td>NUR 360 Concept Map</td>
</tr>
<tr>
<td>NURSING THERAPEUTICS II (NT)</td>
<td>Interpret data to safely delivery targeted nursing care to individuals, and groups.</td>
<td>1. Obtains a focused assessment by gathering and using data from a variety of sources to identify and prioritize nursing needs. 2. Apply theoretical and evidence principles to develop, implement, and evaluate an individualized, prioritized plan of care.</td>
<td>NUR 360 Concept Map</td>
</tr>
<tr>
<td>NUR 360 Concept Map</td>
<td></td>
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<td>NUR 360 Med Math</td>
</tr>
<tr>
<td>HEALTH PROMOTION AND RISK REDUCTION II (HPRR)</td>
<td>Apply concepts and theories to develop health promotion plans for individuals and groups.</td>
<td>1. Compare and contrast major health indicators in cultural/ethnic groups 2. Assess and address factors that place individuals and families at risk.</td>
<td>NUR 370 Interview Vulnerable Population/Concept Map</td>
</tr>
<tr>
<td>ILLNESS AND DISEASE MANAGEMENT II (IDM)</td>
<td>Demonstrate understanding of theories and principles of high quality, safe and efficient management of illness and disease to nursing care for individuals, and groups.</td>
<td>1. Based on desired outcomes, determines care management needs of the individual (i.e. clinical pathways). 2. Identify a variety of barriers and resources that affect client outcomes and delivery of care.</td>
<td>NUR 370 Interview Vulnerable Population/Concept Map</td>
</tr>
<tr>
<td>COURSE DESCRIPTION</td>
<td>LEARNING OBJECTIVES</td>
<td>COURSE/PROJECT</td>
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<tr>
<td>PROFESSIONAL LEADERSHIP II (PL)</td>
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<tr>
<td>Apply theories and concepts to demonstrate leadership in the delivery of nursing care to individuals and groups in varied care settings.</td>
<td>1. Examine how nursing leadership roles and strategies affect health care quality 2. Collaborate with multiple disciplines in providing client care.</td>
<td>NUR 370 Case problem identification and characterization of an ethical problem within clinical practice</td>
<td></td>
</tr>
<tr>
<td>ETHICAL PRACTICE II (EP)</td>
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<tr>
<td>Apply principles of ethical decision-making in their nursing practice.</td>
<td>1. Accurately identify and characterize ethical problems arising in the care of clients 2. Identify barriers to and resolutions for client self-determination</td>
<td>Case problem identification and characterization of an ethical problem within clinical practice (370)</td>
<td></td>
</tr>
<tr>
<td>EVIDENCE-BASED PRACTICE II (EBP)</td>
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</tr>
<tr>
<td>Use research evidence, theory and patient preference in planning nursing care.</td>
<td>1. Formulates and manages nursing interventions that are based on theory and research.</td>
<td>NUR 360 Evidence Practice Project NUR 360 Concept Map</td>
<td></td>
</tr>
<tr>
<td>GLOBAL AND CULTURAL COMPETENCE II (GCC)</td>
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<tr>
<td>Identifies global, cultural societal and policy factors on the health and wellness of individuals and groups.</td>
<td>1. Analyze the importance of global and cultural factors on perception of health and illness 2. Implement nursing interventions that reflect understanding of diversity</td>
<td>NUR 370 Interview Vulnerable Population/ Concept Map</td>
<td></td>
</tr>
<tr>
<td>Concept</td>
<td>LIII Outcome</td>
<td>LIII Competency</td>
<td>LIII Indicator</td>
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<tr>
<td>COMMUNICATION III (COMM)</td>
<td>Effectively communicate and collaborate with individuals, families, and health professionals in person, in writing and using technology.</td>
<td>1. Initiates effective written and verbal communication with persons, populations, and colleagues to affect patient care. 2. Evaluate group communication skills.</td>
<td>NUR435 Vulnerable Population Teaching Project NUR 440 Grand Rounds Presentation</td>
</tr>
<tr>
<td>CRITICAL THINKING III (CT)</td>
<td>Apply critical thinking processes to nursing practice.</td>
<td>1. Critique and value the impact of her/his critical thinking process used in their nursing practice 2. Formulates and defends an argument</td>
<td>NUR 440 Grand Rounds Presentation</td>
</tr>
<tr>
<td>NURSING THERAPEUTICS III (NT)</td>
<td>Utilize data to competently deliver targeted nursing care to individuals, families and groups.</td>
<td>Uses evidence and outcomes critically evaluates effectiveness of the Nursing Care Plan and revises care to improve outcomes</td>
<td>NUR 440 Grand Rounds Presentation</td>
</tr>
<tr>
<td>HEALTH PROMOTION AND RISK REDUCTION III (HPRR)</td>
<td>Implement appropriate health promotion plans for individuals, families, and groups.</td>
<td>1. Uses National and State datasets to examine the health of a vulnerable population 2. Applies strategies to a special and vulnerable populations</td>
<td>NUR435 Vulnerable Population Teaching Project</td>
</tr>
<tr>
<td>ILLNESS AND DISEASE MANAGEMENT III (IDM)</td>
<td>Apply theories and principles to competently provide high quality, safe and efficient management of illness and disease for individuals, families and groups.</td>
<td>1. Anticipates and manages complexities of patient care and health care system that impact coordinated and efficient care 2. Promote achievement of client outcomes by coordinating delivery of care</td>
<td>NUR 440 Grand Rounds Presentation</td>
</tr>
<tr>
<td>PROFESSIONAL LEADERSHIP III (PL)</td>
<td>Assumes leadership responsibility for the effective delivery of nursing care for individuals, families, and groups in varied care settings.</td>
<td>Coordinates care in collaboration with faculty and agency staff including supervision of ancillary staff in providing care to a selected group of patients</td>
<td>NUR435 Vulnerable Population Teaching Project</td>
</tr>
<tr>
<td>ETHICAL PRACTICE III (EP)</td>
<td>Articulate ethical practice and advocate for individuals, families and groups.</td>
<td>1. Analyze ethical problems related to the health care for vulnerable population 2. Engage in respectful and reasoned dialog with colleagues related to the health care needs for a vulnerable populations</td>
<td>NUR 450 Ethics Case Study</td>
</tr>
<tr>
<td>EVIDENCE-BASED PRACTICE III (EBP)</td>
<td>Value the use of theory, research based evidence, and patient preferences in the provision of care to individuals, families, and groups.</td>
<td>Evaluate selected research and theory as relevant to a client and family of choice.</td>
<td>NUR 440 Grand Rounds Presentation</td>
</tr>
<tr>
<td>GLOBAL AND CULTURAL COMPETENCE III (GCC)</td>
<td>Delivers care with consideration of the impact of global, cultural, societal, and policy factors affecting the health and wellness of individuals, families and groups.</td>
<td>1. Systematically investigate the interaction between social and cultural determinants 2. Using culturally specific data, develop plan for care of culturally diverse vulnerable populations.</td>
<td>NUR 435 Vulnerable Population Teaching Project</td>
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### Level IV

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<tr>
<th>Concept</th>
<th>LIV Outcome</th>
<th>LIV Competency</th>
<th>LIV Indicator</th>
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<tbody>
<tr>
<td><strong>Communication IV (COMM)</strong></td>
<td>Effectively communicate and collaborate with individuals, groups and populations of clients and health professionals and the community. (Communication theoretical construct).</td>
<td>1. Performs the role of leader/manager through effective communication with all members of the health care team (non-professional, professional, and executive levels).&lt;br&gt;2. Demonstrates ability to effectively communicate with health care professionals, professional nursing organizations, governmental officials, and communities to promote health care initiatives.</td>
<td>NUR 460 Case Management Discharge Planning Assignment</td>
</tr>
<tr>
<td><strong>Critical Thinking IV (CT)</strong></td>
<td>Utilize clinical reasoning to organize data and determine nursing approaches to achieve client and organizational outcomes. (Critical thinking theoretical construct).</td>
<td>1. Critically judges nursing care issues and develops approaches to clinical/theoretical situation.&lt;br&gt;2. Evaluates and revises decisions under conditions of risk and uncertainty.</td>
<td>NUR 480 Case Analysis Using Ethical Problem</td>
</tr>
<tr>
<td><strong>Nursing Therapeutics IV (NT)</strong></td>
<td>Analyze data to competently deliver targeted nursing care to individuals, groups and populations. (Nursing therapeutics theoretical construct).</td>
<td>1. Provides and critically evaluates complete care to a selected group of patients&lt;br&gt;2. Analyzes effectiveness of community resources when performing a community health risk assessment for diverse populations</td>
<td>NUR 470 Population Health Promotion Project</td>
</tr>
<tr>
<td><strong>Health Promotion and Risk Reduction IV (HPRR)</strong></td>
<td>Facilitates adoption of values and behaviors of individuals and populations that will promote health and wellness in individuals, groups and populations. (Health promotion/risk reduction theoretical construct)</td>
<td>Applies wellness and health promotion/risk reduction models to assess and intervene with vulnerable populations, and conducts process and outcomes evaluation of the HP/RR intervention.</td>
<td>NUR 470 Population Health Promotion Project</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Assignment Description</td>
<td>Learning Outcomes</td>
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<tr>
<td>NUR 460 Case Management</td>
<td>Discharge Planning assignment</td>
<td><strong>ILLNESS AND DISEASE MANAGEMENT IV (IDM)</strong>&lt;br&gt;Integrates theories and principles to competently coordinate high quality, safe and efficient management of illness and disease for individuals, groups and populations. (Illness and disease management theoretical construct).</td>
<td>1. Arranges all necessary referrals and liaisons to facilitate transfer of patient from agency to home or another agency&lt;br&gt;2. Promote achievement of client outcomes by supervising and/or collaborating with members of the health care team</td>
</tr>
<tr>
<td>EVIDENCE-BASED PRACTICE IV (EBP)</td>
<td>Integrate best current evidence with clinical expertise and patient/family/population preference and values for delivery of optimal health care. (Evidence-based practice theoretical construct)</td>
<td>Evaluates policies and procedures used in the clinical settings using current evidence.</td>
<td>NUR 470 Population Health Promotion Project</td>
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<tr>
<td>GLOBAL AND CULTURAL COMPETENCE IV (GCC)</td>
<td>Analyzes the interaction among global, cultural, societal and policy factors affecting the health and wellness of individuals, families and populations. (Global and cultural competence theoretical construct)</td>
<td>1. Examines the interaction between cultural and social variables of a specific cultural population 2. Examines international Nursing’s role in global health</td>
<td>NUR 470 Population Health Promotion Project</td>
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## CURRICULUM CONCEPT/COMPETENCY KEY INDICATOR GRID

<table>
<thead>
<tr>
<th>Level</th>
<th>Competency Key Indicators</th>
<th>Concepts</th>
<th>Nursing Therapeutics</th>
<th>Illness &amp; Disease Management</th>
<th>Critical Thinking</th>
<th>Evidence Based Practice</th>
<th>Professional Leadership</th>
<th>Ethical Practice</th>
<th>Health Promotion/Risk Reduction</th>
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<td>NUR 360/370 Case problem identification and characterization of an ethical problem within clinical practice</td>
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THE BACCALAUREATE PROGRAM

OVERVIEW OF THE CURRICULUM

The MSU College of Nursing BSN program provides a broad professional preparation based on the biological, physical and behavioral sciences, and on the humanities. The program is approved by the Michigan Board of Nursing and accredited by the Commission on Collegiate Nursing Education. The nursing program requires the completion of prerequisite coursework prior to four (4) levels of coursework within the nursing major. Additional University requirements in integrative studies (IAH, ISS) and elective courses complete the degree requirements. Graduates of the Undergraduate Nursing Program at MSU receive a Bachelor of Science in Nursing degree. Graduates are qualified to take the state licensure examination to become a Registered Nurse.

The following courses comprise the BSN degree program for traditional and second degree students:

Pre-Nursing
ANTR 350 - General Human Anatomy
BS 161 - Cells and Molecules*
CEM 141 - General Chemistry
CEM 143 - Survey of Organic Chemistry*
HDFS 225 - Eco of lifespan Human development
HNF 260 - Principles of Human Nutrition
MMG 201 - Microbiology
MMG 302 - Microbiology Lab*
NUR 300 - Pathophysiology
PSL 250 or 310 - Introduction to Physiology
PSY 101 - Introductory Psychology
STT 200 - Statistics
WRA 110-150 - Writing Rhetoric & American Culture*
*Not applicable to Accelerated Second Degree program.

Nursing Major
PHM 350 - Pharmacology
NUR 330 - Health Assessment and Nursing Therapeutics
NUR 340 - Foundations of Scholarly Nursing Practice
NUR 360 - Acute Nursing Care of Adults
NUR 370 - Mental health and Psychiatric Nursing
NUR 435 - Care of the childbearing family
NUR 440 - Nursing Care of Children, Adolescents and their Families
NUR 450 - Level III integrative Seminar
NUR 460 - Leadership Clinical Immersion
NUR 470 - Community Health and Population Nursing
NUR 480 - Role Transition Seminar
The following courses comprise the BSN degree program for students admitted as registered nurses:

Prerequisites
ANTR 350 - Anatomy
CEM 141 & CEM 161 - General Chemistry and Lab
IAH 201-210 (4 credit) - Integrative Studies in Arts & Humanities
IAH 211 and higher (4 credit) - Integrative Studies in Arts & Humanities
ISS 200 level - Various psychology, social studies or political sciences courses may fulfill this requirement
MMG 201 and 302 - Microbiology and Lab
MTH 103 - College Algebra
PSL 250 or 310 - Introductory Physiology
STT 200 - Statistical Methods (equivalent courses require a college algebra prerequisite)
WRA 110 -150 - Writing, Rhetoric and American Cultures
HDFS 225 - Eco of lifespan Human Development
PSY 101 - Introductory Psychology

Nursing Major
ISS 315 - Global Diversity and Interdependence
NUR 300 - Pathophysiology
NUR 325 - Transitions to BSN Practice
NUR 336 - Health Promotion for the BSN
NUR 340 - Foundations of Scholarly Nursing Practice
NUR 355 - Integrative Seminar I
NUR 455 - Integrative Seminar II
NUR 465 - Leadership Immersion
NUR 470 - Community Health and Population Nursing
NUR 485 - Integrative Seminar III Role Transition
## TRADITIONAL BSN SAMPLE CURRICULUM

**TRADITIONAL**  
Effective Fall 2011

<table>
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<tr>
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<td>Pre-Nursing</td>
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<td>1</td>
<td>MTH 103 College Algebra</td>
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<td>*WRA 110 Writing: Science &amp; Tech</td>
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<td>*CEM 141 General Chemistry</td>
<td>IAH 201 United State and the World</td>
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<td>ISS 215 Social Differentiation &amp; Inequity</td>
<td>*BS 161 Cells and Molecules</td>
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<td>*HDFS 225 Eco of Lifespan Human Development</td>
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<td>* = Prerequisite Courses</td>
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**Notes:**
- CR: Credit Hours
- Pre-Nursing courses are foundational and must be completed before enrolling in nursing coursework.
- Level I and Level II courses begin the transition into the nursing program.
- Level III and Level IV courses further specialize in nursing practice and preparation for nursing licensure.
- * = Prerequisite Courses

**Effective Fall 2011**
### ACCELERATED SECOND DEGREE BSN SAMPLE CURRICULUM

#### ACCELERATED SECOND DEGREE IN NURSING
Effective Fall 2011

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### BSN FOR REGISTERED NURSES SAMPLE CURRICULUM

**BSN for Registered Nurses**  
**Fall 2011 or Prior**

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### BSN for Registered Nurses  
**Effective Fall 2012**

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<td>CR 32 Minimum TOTAL CREDITS 120</td>
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Minimum TOTAL CREDITS 120
ACADEMIC STANDARDS

STUDENT RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Pursuant to the Federal Family Educational Rights and Privacy Act (FERPA), the University has established policies governing privacy and release of student records. The University has designated certain personally identifiable information as directory information, which may be released at the discretion of the University to anyone who makes a request. Directory information has been defined as name, local address and telephone number, MSU Net ID, permanent address and telephone number, current enrollment status or dates of attendance, program level, class, major, current term candidacy for degree and/or teacher certification, information pertaining to awards and honors achievements, MSU degree(s) earned and dates, recommendation to the State of Michigan for teaching certificate and effective dates, participation in officially recognized MSU activities and sports—including weight and height of athletic team members, recognition documents of student organizations, employment status as a graduate teaching assistant or research assistant, office address, and office phone number.

A student may restrict the release of directory information by notifying the Office of the Registrar, 150 Administration.

Students have the right to inspect and review their education records; seek amendment of the records they believe to be inaccurate, misleading, or otherwise in violation of their privacy rights; consent to disclosures of personally identifiable information contained in their records, except to the extent that the law authorizes disclosure without consent; and file a complaint with the U.S. Department of Education concerning alleged failures of the University to comply with the law.

END OF PROGRAM, LEVELED OBJECTIVES/OUTCOMES

At the end of level IV and at the end of the program the graduate will be able to:

• Effectively communicate and collaborate with individuals, groups and populations of clients and health professionals and the community.
  (Communication theoretical construct).
  
  Level III: Effectively communicate and collaborate with individuals, families, and health professionals in person, in writing and using technology.
  
  Level II: Competently engage in interpersonal relationships, professional communication, and information management with individuals, families, and health professionals.
  
  Level I: Follow procedures of the interactive processes and use of technology in relating to individual clients and health care professionals.

• Utilize clinical reasoning to organize data and determine nursing approaches
to achieve client and organizational outcomes. (Critical thinking theoretical construct).

Level III: Apply critical thinking processes to nursing practice.
Level II: Demonstrate the use of critical thinking processes in nursing practice.
Level I: Recognize the role of critical thinking processes in nursing practice.

- Analyze data to competently deliver targeted nursing care to individuals, groups and populations. (Nursing therapeutics theoretical construct).
  Level III: Utilize data to competently deliver targeted nursing care to individuals, families and groups.
  Level II: Interpret data to safely deliver targeted nursing care to individuals, and groups.
  Level I: Follow protocols for the delivery of nursing care to individuals.

- Facilitates adoption of values and behaviors of individuals and populations that will promote health and wellness in individuals, groups and populations. (Health promotion/risk reduction theoretical construct).
  Level III: Implement appropriate health promotion plans for individuals, families, and groups.
  Level II: Apply concepts and theories to develop health promotion plans for individuals and groups.
  Level I: Interpret theories and principles underlying health promotion and risk reduction.

- Integrate theories and principles to competently coordinate high quality, safe and efficient management of illness and disease for individuals, groups and populations. (Illness and disease management theoretical construct)
  Level III: Apply theories and principles to competently provide high quality, safe and efficient management of illness and disease for individuals, families and groups.
  Level II: Demonstrate understanding of theories and principles of high quality, safe and efficient management of illness and disease to nursing care for individuals, and groups.
  Level I: Follow procedures related to provide high quality, safe care necessary for the focused management of illness and disease.

- Provide professional nursing leadership to promote optimal health outcomes for individuals, groups and populations in varied care settings. (Professional leadership theoretical construct)
  Level III: Assumes leadership responsibility for the effective delivery of nursing care for individuals, families, and groups in varied care settings.
  Level II: Apply theories and concepts to demonstrate leadership in the delivery of nursing care to individuals and groups in varied care settings.
  Level I: Discuss the leadership role of the professional nurse within the healthcare environment.

- Apply effective strategies to address institutional and population ethical problems. (Ethical practice theoretical construct)
Level III: Articulate ethical practice and advocate for individuals, families, and groups.
Level II: Apply principles of ethical decision making in their nursing practice.
Level I: Recognizes basic ethical decision making processes in nursing practice scenarios.

- Integrate best current evidence with clinical expertise and patient/family/population preference and values for delivery of optimal health care.
  (Evidence-based practice theoretical construct)
  Level III: Value the use of theory, research based evidence, and patient preference in the provision of care to individuals, families, and groups.
  Level II: Use research evidence, theory and patient preference in planning nursing care.
  Level I: Recognizes concepts, theories, and research evidence relevant to evidenced-based nursing practice.

- Analyzes the interaction among global, cultural, societal, and policy factors affecting the health and wellness of individuals, families and populations.
  (Global and cultural competence theoretical construct)
  Level III: Delivers care with consideration of the impact of global, cultural, societal, and policy factors affecting the health and wellness of individuals, families, and groups.
  Level II: Identifies global, cultural, societal, and policy factors on the health and wellness of individuals and groups.
  Level I: Recognize the interaction among global, cultural, societal, and policy factors on the health and wellness of individuals.

Approved UPC March 2011
CULTURAL COMPETENCE MODEL

Both the American Association of Colleges of Nursing (2008) and the Michigan State University College of Nursing (CON) recognize that the delivery of high quality nursing care necessarily incorporates cultural competence into nursing practice. In order to ensure undergraduate nursing students meet this requirement, the undergraduate programs in the CON has adopted Dr. Josepha Campinha-Bacote's model titled, “The Process of Cultural Competence in the Delivery of Healthcare Services” (2002). Within this model, Cultural Competence is defined by Dr. Campinha-Bacote as “the ongoing process in which the health care professional continuously strives to achieve the ability and availability to effectively work within the cultural context of the client (individual, family, community)” (Campinha-Bacote, p. 181). The five constructs of the model identified by Campinha-Bacote (p. 181) are:

1. Cultural awareness
2. Cultural knowledge
3. Cultural skill
4. Cultural encounters
5. Cultural desire

Consistent with the model, the undergraduate programs in the CON recognize that achieving cultural competence is a process and it has no definite endpoint. During their education, students will learn, reflect on, and therapeutically respond to the cultural needs and desires of their clients. These experiences will enrich students’ education and enable them to progress toward becoming a culturally competent nurse.

For more information on “The Process of Cultural Competence in the Delivery of Healthcare Services” please refer to the following website:

www.transculturalcare.net/Cultural_Competence_Model.htm

References


PROGRESSION THROUGH THE MAJOR POLICIES

PROFESSIONAL DEVELOPMENT GUIDELINES

Preparation for the professional practice of nursing requires more than the acquisition and application of knowledge. Therefore, in addition to the academic criteria listed in the progression in the major guidelines, the student must demonstrate:

1. appropriate interpersonal relations and communication with clients, peers, faculty and other health care personnel;
2. responsible fulfillment of class and practicum obligations, including provision of safe nursing care in the practicum setting; and
3. honesty and integrity in all academic and professional matters.

Failure to meet each Professional Development Guideline may result in the student earning a grade of 0.0 for the course.

Faculty reserve the right to dismiss a student from clinical areas if the student is ill, unprepared, late or deemed to be a risk to patient safety. Dismissal from clinical for any reason, excluding student illness, is deemed unexcused, thus carrying the requisite grade consequences as described in the course syllabus.

Legal regulation of Nursing Practice

Students enrolled in the College of Nursing must conduct themselves so as to conform with the nursing practice regulations of the State of Michigan as presented in the Michigan Public Health code Act 368 of 1978 and as amended. Students must also demonstrate maturity of judgment. In assessing the quality of a student's academic and clinical performance, the faculty takes account of the student's maturity of judgment, as well as the professional development guidelines noted above. The College of Nursing may refuse enrollment, discontinue enrollment, or refuse re-enrollment of any student who violates the state nursing practice regulations, or who, in the professional judgment of the faculty, exhibits a serious deficiency with respect to her or his maturity of judgment or conformity with the professional development guidelines.

DISMISSAL FROM THE COLLEGE OF NURSING

Undergraduate students may be dismissed from the College of Nursing when any of the following occur:

1. Students earn a final grade below 2.0 in any required course in the Nursing major.
2. Students withdraw from or earn a grade of incomplete in any required course in the Nursing major.
3. Students engage in any act which is a serious violation of the Criminal Code of Michigan or which seriously compromises the welfare or integrity of another person.
4. Students who experience physical, behavioral, psychological or other difficulties which interferes with his or her ability to meet academic objectives, professional standards and the Colleges published Technical Standards.
THE NURSING MAJOR IS DIVIDED INTO FOUR LEVELS WHICH MUST BE TAKEN IN SEQUENCE:

**LEVEL I:** PHM 350 Pharmacology, NUR 340 Foundations of Scholarly Nursing Practice, NUR 330 Health Assessment and Nursing Therapeutics, and NUR 350 Level I Integrative Seminar (discontinued Fall 2011)

**LEVEL II:** NUR 370 Mental Health and Psychiatric Nursing, NUR 360 Acute Nursing, Care of Adults, and NUR 380 Level II Integrative Seminar (discontinued Fall 2011)

**LEVEL III:** NUR 435 Care of the Childbearing Family, NUR 450 Level III integrative Seminar, and NUR 440 Nursing Care of Children, Adolescents & Families

**LEVEL IV:** NUR 460 Leadership Clinical Immersion, NUR 470 Community Health and Population Nursing, NUR 480 Role Transition Seminars

Prior to entering Level I, credit must be earned in the following courses:

- ANTR 350
- BS 161 *
- CEM 141
- CEM 143 *
- HDFS 225
- HNF 260
- MMG 201
- MMG 302*
- NUR 300
- PSL 250 or 310
- PSY 101
- STT 200
- WRA 110-150 *

*Not applicable to Accelerated Second Degree Program

In order to progress from one level to the next, a grade of 2.0 must be earned in all nursing major courses within a level.

Preparation for the professional practice of nursing requires that students demonstrate certain essential behaviors in addition to acquisition and application of knowledge. Therefore, in addition to the above items, to progress in the undergraduate major in the College of Nursing, the student must show evidence of continuing development in inter-personal relations and communication with clients, peers, faculty and other health care personnel; demonstrate sensitivity to the effect of his/her behavior on others; demonstrate responsible fulfillment of class and practicum obligations; provide safe nursing care in the practicum setting; and demonstrate honesty and integrity in all academic and professional matters. These expectations are reflected in the Professional Development Guidelines identified for each nursing clinical course. The student must meet each Professional Development Guideline or the student may receive a 0.0 for the practicum course.

The Undergraduate Program Committee is responsible for monitoring the academic and professional development of students as described in the MSU College of Nursing Faculty Bylaws. It is the responsibility of the Director of Undergraduate Programs to inform the Undergraduate Program Committee of students deemed ineligible to continue in the nursing major due to academic or professional dismissal;
the student names will then be forwarded to the Office of the Dean who will then notify the students of the decision in writing. Students will be referred to the Office of Student Support Services for major/career advising and counseling referral as appropriate. Students may review other major options within the university by visiting http://www.reg.msu.edu/AcademicPrograms/.

To be recommended for a Bachelor of Science degree, a student must meet the college requirements and those of the University listed in the Academic Programs publication at http://www.reg.msu.edu/AcademicPrograms/.

STUDENT PROGRESS REPORTS

In order to facilitate academic review of students' progression through the major, the following procedures are outlined:

At the midpoint of each semester, Student Progress Reports are generated for students who are having difficulty meeting, or are not meeting, clinical or theory course objectives.

For students having difficulty meeting course objectives, the Student Progress Report is to be completed and signed by the faculty member(s) involved and discussed with the student. The student is to sign the report to indicate that he/she has read it. Any student having difficulty meeting course objectives MUST write specific plans for improvement on the report.

Student Progress Reports are reviewed by the Director of Undergraduate Programs in order to provide for a systematic process of:
1. Evaluating and summarizing students' academic performance.
2. Evaluating continued progress to make recommendations for:
   A. Assistance.
   B. Progression/Retention.
   C. Dismissal.

After a Student Progress Report is reviewed, the Director of Undergraduate Programs may request a follow-up report at any time during the term.
STUDENT PROGRESS REPORT

This document is saved in PDF format with the typewriter function enabled. Saving a copy of the application to your computer and opening the typewriter function will allow the typewriter function to be used in the application itself. If the typewriter function is not appear after saving the document, you should proceed to Tools (under the menu on the top of the Acrobat reader) and then select Typewriter. This application may also be completed by hand writing the information completing each field.

Student Name: _______________________________________      PID: __________________________
Course: _________________________     Instructor: __________________________________________
Year: _______      Semester:      Fall      Spring      Summer       Type of Progress Report:      Midterm      Final

I. Select ONE:
   - Theory Course
     - Performing Marginally
     - Demonstrated Deficiency
     - Follow-up Report
   - Clinical Course (if applicable)
     - Performing Marginally
     - Demonstrated Deficiency
     - Follow-up Report

II. Description of Performance:
   A. Theory – List grades/scores to date:
   B. Clinical – Attach Clinical Evaluation Tool

III. Summary of Statement of Marginal Performance/Deficiency

IV. Student Comment:
   REQUIRED for students demonstrating deficiency in clinical courses and/or theory. Include any comments/documentation you feel is pertinent.

V. Specific Plans for Improvement:

Signatures:

__________________________
Date   Student
__________________________
Date   Faculty
__________________________
Date   Program Director

VOLUNTARY WITHDRAWAL FROM NURSING SEQUENCE

Students seeking to withdraw from the College of Nursing sequence or MSU are strongly encouraged to meet with the Director of Undergraduate Programs.

To voluntarily withdraw from the College of Nursing, a student must notify in writing, the Office of Student Support Services prior to withdrawing.

Students who voluntarily withdraw are required to formally request, in writing, permission to return and will be accommodated on a space availability basis.

After withdrawal, the student is responsible for declaring a new academic major and meeting with appropriate advising staff in the department or College of the new major.
POLICY FOR REINSTATEMENT TO UNDERGRADUATE STUDY

I. Any student seeking reinstatement to the College of Nursing must 1. meet with the Director of Undergraduate Programs and 2. write a letter to the Associate Dean for Academic and Clinical Affairs as directed by the Director of Undergraduate Programs addressing the following:

- Reason for withdrawal/dismissal
- Reason for seeking reinstatement to the Program
- How his/her situation has changed in the interim
- Which semester the student wishes to return
- Response to any recommendations that may have been made at the time of withdrawal/dismissal.
- Plan for progression through the program

II. The Office of Student Support Services will prepare information on the student’s past academic progress, status at the time of withdrawal and other pertinent data for presentation to the Director of Undergraduate Programs and Associate Dean for Academic and Clinical Affairs.

III. Recommendations may include that the student:

1. Be reinstated.
2. Be denied reinstatement.
3. Be reinstated for a probationary period with specific conditions in writing.

IV. Reinstatement for students in the College of Nursing may include:

A. Reaplication to the College of Nursing.
B. Updating knowledge and skills as recommended by the Program Director or appropriate faculty, which may include repeating courses.
C. Fulfillment of all current requirements for graduation.

V. Final decision for reinstatement will be determined by the Associate Dean for Academic and Clinical Affairs who will notify the student in writing of the final decision. Copies will be sent to the Director of Student Support Services, Director of Undergraduate Programs.

VI. All final reinstatement decisions will be dependent on course space availability.
WRITING STANDARDS FOR THE COLLEGE OF NURSING

The Michigan State University College of Nursing requires that students refer to a style manual when writing required papers and bibliographies. The reference format adopted by the College of Nursing is Publication Manual of the American Psychological Association, current Edition.

Any student who has difficulty with the process of writing a paper should contact his/her course instructor or MSU’s Writing Center located in 300 Bessey Hall, 432-3610.

LAPTOP REQUIREMENT

Nursing students admitted to undergraduate and graduate nursing programs at the MSU College of Nursing are required to have a laptop computer for all on-site classes. The laptop is the primary computer for all computerized classroom activities at the College. NOTE: the screen size must be large enough so images/pictures can be easily viewed (i.e., no Smartphone, i-Pad, or iPod) and screen size must be small enough to avoid crowding table space in the classroom. In addition, students’ laptops must be capable of operating in class without dependence on a power cord or Ethernet cable. Students will be responsible for having a sufficiently charged laptop battery and a working wireless card for assigned classroom activities.

Additional online testing software may be required
COMPUTER TECHNOLOGY REQUIREMENTS

REQUIRED INTERNET CONNECTION

High speed Internet connection: DSL or Cable

RECOMMENDED BROWSERS

<table>
<thead>
<tr>
<th>Windows</th>
<th>Macintosh</th>
<th>UNIX/Linux</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet Explorer 9.X or higher</td>
<td>Firefox 7.X or higher</td>
<td>Firefox 7.X or higher</td>
</tr>
<tr>
<td>Firefox 7.X or higher</td>
<td>Chrome</td>
<td></td>
</tr>
<tr>
<td>Safari</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

REQUIRED TOOLS

**Microsoft Office 2007/2010** or compatible word processing program—check with your instructor. (Mac compatible versions available.) The MSU Computer Store offers special pricing for hardware and software purchased by MSU students [http://cstore.msu.edu/](http://cstore.msu.edu/).


NOTE: Other tools (speakers and sound card) and plug-ins (Real Player, QuickTime, and Windows Media Player) are required in some courses—check with your instructor.

RECOMMENDED PERIPHERALS

**Web Cam** for Web conferencing (not used in all courses)

**Microphone and Speakers** for Web conferencing (not used in all courses)

Go to [http://help.angel.msu.edu](http://help.angel.msu.edu) to test your computer now...

(Scroll down the screen to the Browser Test section and see if your computer meets the minimum technology requirements)

For everything you need to know about computing at MSU [http://tech.msu.edu](http://tech.msu.edu)

For technical assistance contact the MSU Helpdesk at 517-355-2345
(or toll free at 1-800-500-1554)
LEARNING TECHNOLOGIES

MSU’s College of Nursing uses a variety of technologies to enhance and support student learning and assessment activities. Whether your class is in a physical space, online or both, you can access readings, PowerPoint presentations, discussions, quizzes and exams through the Internet. NOTE: A high speed Internet is required, as well as certain hardware and software specifications (see Computer Technology Requirements on p.35).

ANGEL

All CON courses use an online course space provided by ANGEL software. You access ANGEL course spaces via the Internet. A MSU NetID and password are required to log in. Some common ANGEL tools include:

1. Discussion Forums—Instructors often post discussion scenarios for students. Much like you share verbal information in a classroom discussion, you share written information in a discussion forum by writing your thoughts and posting them to a discussion thread for all students to read and respond.
2. Drop Box—Many times assignments are submitted electronically using an ANGEL drop box. Most file types, such as Microsoft Office, Macintosh, and graphics files are supported.
3. Quizzes and Exams—Whether a class is in-person or online, quizzes and exams are usually placed in an ANGEL course site for you to complete on your own or in a CON computer lab.

OTHER TECHNOLOGIES

Besides having access to ANGEL, course activities require special helper software called plug-ins. These include:

- Adobe Flash Player plug-in to listen to a class lecture and view the accompanying PowerPoint slides
- Multimedia plug-in (Adobe Flash Player, RealPlayer, Windows Media Player, QuickTime, etc. depending on the video file type—check with your instructor) to view videos online
- Adobe Acrobat Reader plug-in to view special files, such as PDF documents

SOURCES OF HELP

ANGEL HELP documents—this source provides detailed instructions for using ANGEL tools, diagnosing your computer and obtaining plug-ins (link URL: http://help.angel.msu.edu).

MSU Helpdesk—this source is available 24 hours a day, seven days a week at 517-355-2345 (on campus X 5-2345) or toll free at 1-800-500-1554.
HONORS OPTION IN NURSING COURSES

The Honors Option makes it possible to do honors work in any nursing course. An H-Option entails working with the professor to develop a project of interest to the student. A student may wish to complete an Honors Option in a class that is not already designated as Honors. If other non-honors college, high performance students are interested, with the consent and guidance of faculty, the student may undertake Honors-caliber study to receive Honors credit. Successful completion of an H Option contract in a course will earn an “H” designation for this course on the student’s transcript. However, the arrangement for H Option must be made between the student and the faculty member at the beginning of the semester (preferably by the first week). The faculty member may reject a request on the basis of its unsuitability for the student, or his/her lack of time to work with the student. The work to be done for the H Option must be above and beyond the usual course requirements. Such work may take the form of individual or small group study, or carrying out a project or investigation. The Intent to Complete H Option in a Nursing Course form is to be filled out for each participating student in conjunction with the faculty and submitted to the Director of Student Support Services no later than the end of the second week of the semester. The Honors Option Agreement Form may be found at http://www.msu.edu/~honcoll/H-OAgreement.pdf.

At the end of the semester (after grades are issued) the instructor will complete the Honors College H Option Report. Instructors file an online Administrative Action Form for each student who has satisfactorily completed the H-Option. These forms are separate and distinct from the regular end-of-term grade lists and require the approval of the instructor, the chairperson of the department and/or Director, the Assistant Dean of the College offering the course, and the Director of the Honors College. Instructors can access these forms through the Instructor Systems menu at the Registrar’s Office website: http://www.reg.msu.edu/Forms/AAFoms/AAMenu.asp.

The Student must earn a minimum grade of 2.0 to receive the Honors designation.

The Honors Option is not applicable to students enrolled in the Accelerated Second Degree Program.

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The Honors Option is not applicable to students enrolled in the Accelerated Second Degree Program.

INDEPENDENT STUDY

Independent Study permits a student to develop personal competencies through individualized experiences and study interest in a particular area. It allows exploration of an area in greater depth and/or from a different perspective than possible within the limits of required courses (The content must not be available through existing courses.). The student takes initiative for the selection of a topic, issue or problem, and assumes major responsibility for the associated planning, implementation and evaluation. The student seeks consultation and guidance from a faculty advisor selected by the student.

The College of Nursing offers NUR 490, Independent Study in Nursing, variable credit (1-4 cr.). In order to be eligible, a student must:

1. have a University grade point average of 2.5 or above and
2. not exceed a total of 10 nursing credits in excess of those required in the curriculum.

The number of credits is based upon the scope of the topic, issue or problem, and the associated objectives. The following guideline should be utilized:

In general, two (2) hours per week of research (library or other sources) is equivalent to one (1) credit.
THE APPLICATION PROCEDURE

Prior to registration, the student must:

1. Select a topic, issue or problem related to nursing.
2. Tentatively determine the scope of the study and amount of time available to give it.
3. Discuss the proposed independent study topic, issue or problem with the selected faculty advisor.
4. Obtain approval of the faculty advisor for the following: Scope of project; Relatedness to nursing; Objectives; Number of credits; Projected plan for guidance and evaluation.
5. Complete the Michigan State University College of Nursing Application for Independent Study.
6. Obtain the required signatures in the following order:
   a. The faculty member supervising the independent study,
   b. Director of Undergraduate Programs
   c. Associate Dean for Academic and Clinical Affairs.
7. Return completed form to Academic Advisor.

CRITERIA FOR EVALUATION

The faculty advisor for the independent study and student reflect the criteria for evaluation of the study via the Independent Study Form, a written contract, completed by them. The criteria include:

1. The definition of the study is clear and appropriate, i.e., the purpose and the scope.
2. The objectives reflect measurable outcomes, are revised as necessary, are consistent with the topic, issue or problem selected, and are attainable within the predetermined time for the study.
3. The approaches to be used to achieve the study outcomes are clearly stated.
4. The conduct of the study reflects self direction and self evaluation.

GRADING

The parameters for the grading are provided in the Application for Independent Study.
EVALUATION AND STUDENT INSTRUCTIONAL RATING SYSTEM (SIRS)

Evaluation is an important component of the educational process. All Students are expected to participate in evaluation processes within the College. The following list includes the forms of evaluation that you will be presented with during your educational program.

- Course Evaluation - every semester
- Faculty Evaluation for each course - every semester
- End of Program Evaluation - End of Final Semester
- Alumni Evaluation--1 year and 5 years after graduation

SIRS

A. Purpose of SIRS

The Student Instructional Rating System (SIRS). SIRS are used in the College of Nursing to foster student input in the instructional process for the following purposes:

1. To elicit students’ perception of course effectiveness in achieving objectives
2. To elicit students’ perception of faculty teaching effectiveness.
3. To elicit student data for determination of continuation or deletion of instructional modes.
4. To provide data to be used in making decisions related to retention, promotion, tenure, salary and merit increases.
5. To provide data for College self evaluation, accreditation quality improvement and self study.
6. To provide data that can be included in faculty references.

B. Policies

1. The College of Nursing Student Instructional Rating System will adhere to the Michigan State University Student Instructional Rating System as approved by the Academic Council on March 6, 1979.
2. The College of Nursing SIRS include separate forms for course and faculty evaluations.
3. Each semester all students in all courses being taught, including every section of each course, will be asked to complete College SIRS on-line for each course enrolled and each instructor.
4. Students shall not be required or requested by faculty members to identify themselves on rating forms. Student identity is confidential and anonymous.
5. Evaluation forms will be collected in a manner that will protect the students’ anonymity.
6. All completed SIRS forms shall be submitted on-line to the Office of Academic and Clinical Affairs. The data will be analyzed to provide frequency distributions, means and standard deviations for each item for individual faculty and courses. This will be done each semester.
7. Results shall be returned to the instructor after all grades have been submitted for information and assistance in improving course instruction and design.
C. Procedures

1. SIRS forms are available for completing online the last two weeks of class and before final exams.
2. In team taught courses a system that complies with the intent of the Student Instructional Rating System Policy approved by Academic Council on March 6, 1979 is to be implemented.
3. Data are analyzed and the results distributed to the faculty after final course grades have been submitted and, when possible, before the beginning of the next semester. Original raw data are available to faculty in their file.
4. Students are encouraged to be professional, honest, fair and constructive in all responses.

END OF PROGRAM EVALUATION

A. The end of program evaluation is used in the College of Nursing for the following purposes:

1. To elicit students’ perception of effectiveness in achieving objectives
2. To elicit student data for determination of needs and expectations in teaching and learning practices.
3. To provide data for College self evaluation, quality improvement and self study.

B. Policies

1. The College of Nursing will obtain student feedback upon completion of the program.
2. The data will be analyzed and reviewed to inform program improvement.

C. Procedures

1. End of Program evaluations will be available for completing online several weeks before and after graduation.
2. Student notification will be sent via last known email and/or mailing address.
3. Data from End of Program Surveys indicating student outcomes and satisfaction with the program will be documented in the relevant standing committee minutes.

ALUMNI EVALUATION

A. The Alumni evaluations are used in the College of Nursing for the following purposes:

1. To elicit alumni’ perception of program effectiveness.
2. To elicit alumni report of their professional activities.
3. To provide data for College self evaluation, quality improvement and self study.

B. Policies

1. The alumni evaluations will obtain feedback at one and five years post graduation.
2. The data will be analyzed and reviewed to inform program improvement.
C. Procedures

1. Alumni evaluations will be distributed online at intervals of one and five years after graduation.
2. Student will be notified via their last known email and/or mailing address.
3. Data from Alumni evaluations indicating student outcomes and satisfaction with the program will be documented in the relevant standing committee minutes.

COMMUNICATION DEVICES

No taping of lectures or presentations without instructor consent. All pagers and personal electronic devices will be disabled/muted during class time. Use of computers during class time will be utilized exclusively for appropriate course activities. Student use of electronic devices/computers is in accordance with Michigan State University Academic Dishonesty policy, Spartan Handbook.

FINAL EXAMS

Final exams are scheduled according to University policy (see Michigan State University Schedule of Courses each semester). http://schedule.msu.edu/
MSU COLLEGE OF NURSING STUDENT HONOR CODE

In order to facilitate a climate of academic excellence and integrity, the faculty of the College of Nursing adopted the following Honor Code during the Spring 2003 semester. Students are expected to contribute to the legitimacy of their degree by reporting any breeches to this honor code. Student confidentiality will be maintained in all investigated cases. Students found in breech of the CON academic standards will be reviewed under the academic dishonesty guidelines presented in the Violation of Student Regulations section.

As a student in the MSU College of Nursing...

I vow to hold myself and my peers to the highest measure of honesty and integrity.

I commit myself to respectful and professional conduct in all classroom and clinical interactions.

I will neither give nor receive any unauthorized assistance in completing my assigned academic work.

I will always prepare completely to care for my patients before attending clinicals

I will hold in confidence all personal matters coming to my knowledge in the practice of my calling.

I will do all in my power to maintain and elevate the standard of my chosen profession.

ACADEMIC INTEGRITY POLICY

A. Students will be required to complete an academic integrity statement at each of the four levels of the Nursing program. The College of Nursing expects students to maintain academic integrity standards in all academic endeavors including didactic and clinical learning experiences.

B. The faculty or staff member discusses the alleged violation with the student and responds according to the facts of each case. When cases of academic dishonesty are discovered, it is the faculty member’s responsibility to take appropriate action including assigning a penalty grade for the assignment, exam or course. [For a definition of “penalty grade”, see Academic Freedom Report (AFR) Article 11.]

C. When an instructor gives an undergraduate or graduate student a penalty grade for academic misconduct, the instructor must complete an Academic Dishonesty Report form online. The report will remain in the student’s academic record unless the student successfully grieves the allegation. [See also www.msu.edu/unit/ombud/honestylinks.html.]

D. In notifying the student’s academic dean of the student’s act of academic
misconduct, the instructor may ask the student's academic dean to initiate an academic disciplinary hearing to impose sanctions in addition to, or other than, a penalty grade.

E. When in the judgment of the student's academic dean, a sanction in addition to, or other than, a penalty grade is warranted (e.g., suspension from a unit or program), the dean may call for an academic disciplinary hearing. In calling for an academic disciplinary hearing, the student’s academic dean may act independently or in response to a request by the instructor. [See AFR 7.V.]

F. A student accused of academic misconduct may request an academic grievance hearing to contest the allegation before the appropriate hearing board of the department, school, or college in which the alleged academic dishonesty occurred. In cases involving academic misconduct, no student may be dismissed from a course or program of study without an academic disciplinary hearing.

G. On the first offense of academic misconduct, the student must attend an educational program on academic integrity and academic misconduct provided by the Associate Provost for Undergraduate Education for undergraduate students and the Dean of the Graduate School for graduate students.

H. In cases involving undergraduate students in which the student's academic dean, or designee, calls for an academic disciplinary hearing, the student’s academic dean will refer the case to the Associate Provost for Undergraduate Education. The Associate Provost will notify the student in writing of the call for a disciplinary hearing and will invite the student to a meeting to determine the appropriate judiciary for the hearing. [See AFR 7.V.]

I. Either party may appeal a decision of an administrative disciplinary hearing or a disciplinary hearing board to the appropriate appellate board. [See AFR 7.VII.]

SOCIAL NETWORKING POLICY

The College of Nursing adheres to the “ANA’s Principles for Social Networking and the Nurse: Guidance for Registered Nurses” [http://www.nursesbooks.org/Main-Menu/eBooks/Principles/Social-Networking.aspx]. In this document nurses and nursing students are referred to collectively as “nurses.” This reference means that nursing students and faculty follow the guidelines and report breaches in the use of social media using appropriate lines of communication (e.g., students observing an actual or possible breach in social networking report the breach to their faculty member).
EXAM PROCEDURES

1. Students will randomly be assigned to a seat for each examination or a seating chart that varies with each examination will be used.
2. Attendance will be verified by the faculty at the beginning of the examination either by voice acknowledgement, by student sign in, by picture ID or a combination of the aforementioned.
3. Students may take a pen/pencil to their seat. Items such as book bags, cell phones, coats, hats, food, drinks, PDAs or any other personal electronic devices must be left at the front of the room or at a place where student access will not be questioned. Nonprogrammable calculators may be used at the discretion of the faculty.
4. Multiple exam forms will be used.
5. A minimum of 2 faculty proctors will be present for each exam. Proctors will circulate during the exam.
6. Exam proctors will distribute the exam and answer sheet individually to each student. Corrections to the exam or any special instructions shall be announced prior to the start of the exam.
7. Students arriving late for the exam will not receive their exam until after all initial directions are given and questions answered.
8. Students arriving late will be given neither additional instructions nor a time extension to complete the exam.
9. Students may leave the exam room ONLY when their exam is completed.
10. No food or beverage shall be within access of students during the exam.
11. No hats shall be worn during an exam.
12. No talking is allowed during an exam.
13. During the exam faculty will answer questions pertaining to any typos, mis-numbering of questions, missing pages, and other exam mechanics that were not announced at the beginning of the exam. Ordinarily faculty will not answer inquiries related to content or clarification of exam questions.
14. Students are responsible for protecting the integrity of their own exam.
15. Students are responsible for avoiding behaviors that raise suspicion of cheating, such as talking, signaling, looking at another exam paper, not covering one’s own answer sheet or ‘saving’ exam answers on a computer or other electronic device.
16. Review of examinations shall not occur during class time. Faculty will provide exam reviews prior to, after class, or by appointment.
17. It is expected that students will take course examinations on the scheduled date and time. Students who miss a scheduled exam, may receive a 0.0 for that exam unless there are extraordinary circumstances as judged by the Course Coordinator, which warrant the administration of a make-up examination.
18. Students shall abide by other exam procedures that are announced and include, but are not limited to, procedures governing computer exams, group exams, and the like.
ATI POLICY

ATI Assessments for Traditional and Accelerated Option Students
Effective January 2012

DESCRIPTION OF ATI

Assessment Technologies Institute® (ATI) offers an assessment driven review program designed to enhance student success on the NCLEX-RN. MSU's College of Nursing integrates ATI as a comprehensive assessment and review program for traditional and accelerated option nursing students. The comprehensive program offers multiple assessment and remediation activities. These include, but are not limited to, NurseLogic®, practice testing, and proctored testing. ATI information and resources are available by visiting their website at www.atitesting.com

OBTAINING AND PURCHASING ATI MATERIALS

Students are responsible for fees associated with ATI assessments and learning materials accessible through the ATI website http://www.atitesting.com. Fees are apportioned by semester. Information about ATI, including the amount and sequence of each semester payment, will be included in the student information packet sent out prior to the start of the first semester of the nursing program by the Office of Student Support Services. This information will also be presented to Level 1 students by an ATI representative at an ATI orientation session arranged by NUR 330 faculty. In this session, the ATI representative will guide Level 1 students in setting up a personal account with ATI and in submitting their first semester payment online. Academic Instructional Support Services will have responsibility for disseminating payment codes to students.

PROCESS FOR COMPLETEING PRACTICE AND PROCTORED ASSESSMENTS

- Assessments are examinations.
- 10% of the theory grade is assigned to the practice and proctored assessments according to the attached ATI Scoring Grid.
- Students complete the practice assessments independently in preparation to take the ATI proctored assessments.
  - Students obtain credit for practice assessments as outlined on the attached grid.
  - Following completion of a practice and proctored assessment, ATI provides a listing of topics a student needs to review. Students use this listing as a study guide for NCLEX and to take a second proctored if required/the ATI Scoring Grid.
- Students complete proctored assessments between the 11th and 13th week of the semester on campus as indicated in the table below. If students score Level 1 or below, they will take a second proctored assessment (see ATI Scoring Grid) during the week of final examinations.
  - Depending on course schedules, faculty will schedule the proctored assessments within or outside of class with attendance required. Such scheduling will be identified in the syllabus.
    - Faculty members will provide students with the
assessment schedule early in the semester.

- Faculty members administer proctored assessments.
- Students complete the Comprehensive Predictor between the 11th and 13th week of the semester on campus as indicated in the table below. This assessment is a 180-item exam designed to reflect the content areas of the current NCLEX-RN test plan. This exam is not part of a course grade but is crucial to assisting students to understand their probability of success on NCLEX-RN, as well as detailed information about areas in need of further study.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Proctored Assessment</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Fundamentals</td>
<td>NUR 330</td>
</tr>
<tr>
<td>Level 2</td>
<td>Adult Medical-Surgical Mental Health</td>
<td>NUR 360, NUR 370</td>
</tr>
<tr>
<td>Level 3</td>
<td>Nursing Care of Children Maternal Newborn</td>
<td>NUR 440, NUR 435</td>
</tr>
<tr>
<td>Level 4</td>
<td>Leadership Pharmacology Comprehensive Predictor</td>
<td>NUR 460, NUR 460, NUR 480</td>
</tr>
</tbody>
</table>

**ATI SCORING AND REMEDIATION GRID**

*Note “Levels” below are ATI scoring levels and not the level of students in the program*

Practice and proctored assessments help identify what students know and areas in need of further study. When students complete practice and proctored assessments, ATI Comprehensive Exam Results provides students and teachers a printout listing topics needing review. This listing is called a focused review. Students scoring a Level 3 should use the focused review as a study guide for NCLEX. Students scoring Level 2 should use the focused review as a study guide to take a second proctored if they choose to do so—a second proctored assessment is not required for students scoring a Level 2. Students scoring a Level 2 can also use the focused review to study for NCLEX. Students who score a Level 1 or below should also use the focused assessment and complete remediation. Remediation consists of reviewing ATI content for the assessment in which the student scored Level 1 or below and taking a second proctored exam. Repeat testing permits an understanding about the efficacy remediation, which can be used to guide further NCLEX preparation. Note: Students who complete the practice assessment and the second proctored assessment (when indicated in the grid below) will never receive below a 75% (C).
Proficiency level of ATI proctored assessments
*See below description of proficiency levels

<table>
<thead>
<tr>
<th>Proficiency level of ATI proctored assessments</th>
<th>Points awarded for achievement on ATI proctored assessments</th>
<th>Points awarded for taking a second proctored assessment</th>
<th>Total points awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency level 3 on the content mastery series <strong>with completion of the practice assessment</strong></td>
<td>20</td>
<td>N/A</td>
<td>20 (100%)</td>
</tr>
<tr>
<td>Proficiency level 3 on the content mastery series <strong>without completion of the practice assessment</strong></td>
<td>19</td>
<td>N/A</td>
<td>19 (95%)</td>
</tr>
<tr>
<td>Proficiency level 2 on the content mastery series <strong>with completion of the practice assessment</strong></td>
<td>18</td>
<td>2</td>
<td>20 (100%)</td>
</tr>
<tr>
<td>Proficiency level 2 on the content mastery series <strong>without completion of the practice assessment</strong></td>
<td>16</td>
<td>2</td>
<td>18 (90%)</td>
</tr>
<tr>
<td>Proficiency level 1 or below on the content mastery series <strong>with completion of the practice assessment</strong></td>
<td>14</td>
<td>2</td>
<td>16 (80%)</td>
</tr>
<tr>
<td>Proficiency level 1 or below on the content mastery series <strong>without completion of the practice assessment</strong></td>
<td>13</td>
<td>2</td>
<td>15 (75%)</td>
</tr>
</tbody>
</table>

* Second proctored exam is optional but strongly encouraged.

**ATI PROFICIENCY LEVELS**

**The MSU goal for all students is to reach proficiency levels 2 or 3 in all areas.**

**Level 3** – indicate a student is likely to exceed NCLEX-RN standards. Students are encouraged to engage in continuous focused review to maintain and improve their knowledge.

*Remediation required for additional points.*

**Level 2** – indicates a student is fairly certain to meet NCLEX-RN standards. Students are encouraged to engage in continuous focused review in order to improve their knowledge and may take a second proctored assessment.

*Remediation required for additional points.*

**Level 1 or Below** – indicates a student is likely to just meet NCLEX-RN standards. Students are encouraged to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp on knowledge needed for nursing practice and must take a second proctored assessment. This will be scheduled the week before final exams.
STUDENT GRIEVANCE AND HEARING PROCEDURES

The Academic Freedom for Students at Michigan State University (AFR) and the Graduate Student Rights and Responsibilities (GSRR) documents establish the rights and responsibilities of MSU students and prescribe procedures for resolving allegations of violations of those rights through formal grievance hearings. In accordance with the AFR and the GSRR, the College of Nursing has established the following College Hearing Board procedures for adjudicating academic grievances and complaints. (See AFR Article 6 and 7; GSRR 5.4.1.)

I. JURISDICTION OF THE COLLEGE OF NURSING HEARING BOARD:

A. The College Hearing Board serves as the initial Hearing Board for:

1. academic grievance hearings for undergraduate students who seek redress for alleged violations of academic rights and professional standards, including the right to a “good faith judgment of performance.” (See AFR 2.III.B, 6.II.A and 7.I.B)

2. undergraduate students in the College who are accused of academic misconduct (academic dishonesty, violating professional standards or falsifying admission and academic records) and the Dean of the student’s college seeks to impose sanctions in addition to, or other than, a penalty grade. The students, after meeting with the Associate Provost for Undergraduate Education, may opt for a hearing before the College Hearing Board. (See AFR 6.II.A.(3).)

3. cases in which the Associate Provost for Undergraduate Education selects the Hearing Board to hear a case of ambiguous jurisdiction. (See AFR 6.II.A and 7.III.)

B. Students may not request an academic grievance hearing based on an allegation of incompetent instruction. (AFR 2.II.A-D.)

II. COMPOSITION OF THE COLLEGE HEARING BOARD:

A. The College shall constitute a College Hearing Board pool no later than the end of the tenth week of the spring semester. College Hearing Board members shall be selected from the Undergraduate Program Committee (UPC). UPC members are selected in accordance with the College bylaws. UPC faculty members may serve a maximum of two consecutive terms; student members serve one-year terms beginning fall semester. Faculty alternates to the College Hearing Board will be selected from the remaining members of UPC; student alternates will be selected according to the procedures established by the Student Advisory Council. If needed, additional alternates will be appointed by the faculty College Advisory Council. (See AFR 6.II.B, C, and D.)

B. For hearings involving undergraduate students, the College Hearing
Board shall include the Chair of the Undergraduate Program Committee (UPC), or a designee, and two faculty and two students currently serving on UPC.

C. The Chair of the College Hearing Board shall be a Hearing Board member with faculty rank. All members of the College Hearing Board shall have a vote, except the Chair, who shall vote only in the event of a tie. (See AFR 6.II.C.)

D. The College will train hearing board members about these procedures and the applicable sections of the AFR. (See AFR 7.IV.C.)

III. REFERRAL TO COLLEGE HEARING BOARD:

A. Grievance Hearing

1. Undergraduate students who believe a member of the College has violated their academic rights should first attempt to resolve the dispute through informal discussions with the party. Students who are dissatisfied with the outcome should consult with the Director of Undergraduate Programs. Students who remain dissatisfied with the outcome should consult with the Dean of the College, or designee. At any time in the grievance process, students may consult with the University Ombudsman. (See AFR 7.III.A, 7.IV.H.)

2. Students who remain dissatisfied with the results of these discussions may then file a written request for an academic grievance hearing with the Dean of the College, or designee. (See AFR 7.III.A.)

3. The deadline for submitting the written request for a hearing is the middle of the semester following the alleged violation (excluding summer). If either the student (the complainant) or the respondent (usually, the instructor or an administrator) is absent from the university during that semester, or if other appropriate reasons emerge, the College Hearing Board may grant an extension of this deadline. If the university no longer employs the respondent before the grievance hearing commences, the hearing may still proceed. (See AFR 7.III.C.)

4. A written request for an academic grievance hearing must (1) specify the alleged violation(s) of academic rights (2) identify the individual against whom the grievance is filed (the respondent) and (3) state the desired redress. (See AFR 7.III.B and C, AFR footnote 35.)

B. Ambiguous Jurisdiction

In cases of ambiguous jurisdiction, the Associate Provost for Undergraduate Education will select the appropriate Hearing Board for hearings involving undergraduate students. Anonymous grievances will
C. Disciplinary Hearings

1. For complaints that involve allegations of academic misconduct (academic dishonesty, violations of professional standards, or falsifying academic and admission records), the complainant (instructor) or the Dean of the College, or designee, may request an academic disciplinary hearing to impose sanctions in addition to, or other than, a penalty grade. Undergraduate students may request an administrative hearing before the Associate Provost for Undergraduate Education or a hearing before the College Hearing Board. However, if the student's Dean, or designee, calls for an academic disciplinary hearing, the student has 10 class days to request an academic grievance hearing to contest the allegation in the unit in which the misconduct occurred. Disciplinary hearings are held in abeyance until the conclusion of the grievance hearing, including appeals. (See aFR 7.V. See also Integrity of Scholarship and Grades policy.)

a. If a disciplinary hearing by either the Associate Provost for Undergraduate Education or the College Hearing Board is pending the outcome of a grievance hearing by an undergraduate student before the University Academic Integrity Hearing Board (UAIH), and the UAIHB finds for the instructor, the academic disciplinary hearing would proceed promptly, pending an appeal, if any, within 5 class days, by the undergraduate student to the University Academic Appeal Board (UAAB). If the UAAB finds for the student, the academic disciplinary hearing would be dismissed, pending an appeal, if any, by the instructor to the UAAB. (See aFR 7.V and 7.VII.)

IV. PRE-HEARING PROCEDURES

A. After receiving a student’s written request for a hearing, the appropriate unit administrator will promptly refer the grievance to the Chair of the Hearing Board. (See aFR 7.IV.D.1.)

B. Within 5 class days, the Chair of the Hearing Board will:

1. forward the request for a hearing to the respondent;

2. send the names of the Hearing Board members to both parties and, to avoid conflicts of interest between the two parties and the Hearing Board members, request written challenges, if any, within 3 class days of this notification;

3. rule promptly on any challenges, impanel a Hearing Board and send each party the names of the Hearing Board members. If the Chair of the Hearing Board is the subject of a challenge, the
challenge shall be filed with the Dean of the College; and (See AFR 7.IV.D.)

4. send the Hearing Board members a copy of the request for a hearing and send all parties a copy of these procedures.

C. Within 5 class days of being established, the Hearing Board shall review the request, and after considering all submitted information, the Hearing Board will:

1. accept the request, in full or in part, and promptly schedule a hearing.

2. reject the request and provide a written explanation to appropriate parties; e.g., lack of jurisdiction. (The student may appeal this decision.)

3. invite the two parties to meet with the College Hearing board in an informal session to try to resolve the matter. (Such a meeting does not preclude a later hearing.)

(See AFR 7.IV.D.4 and AFR footnote 35.)

D. If the College Hearing board calls for a hearing, the Chair of the Hearing Board shall promptly negotiate a hearing date and schedule an additional meeting only for the Hearing Board should additional deliberations on the findings become necessary.

E. At least 5 class days before the scheduled hearing, the Chair of the College Hearing Board shall notify the respondent and the complainant in writing of the (1) time, date and place of the hearing; (2) the names of the parties to the grievance; (3) a copy of the hearing request and the respondent's reply; and (4) the names of the College Hearing board members after any challenges. An anonymous grievance will not be accepted. (See AFR 7.IV.D.5.)

F. At least 3 class days before the scheduled hearing, the parties must notify the Chair of the College Hearing Board the names of their witnesses and advisor, if any, and request permission for the advisor to have voice at the hearing. The Chair may grant or deny the request. The Chair will promptly forward the names given by the complainant to the respondent and visa versa. (See AFR 7.IV.D.6.)

G. The Chair of the Hearing Board may accept written statements from either party’s witnesses at least 3 class days before the hearing. (See AFR 7.IV.D.10)

H. In unusual circumstances and in lieu of a personal appearance, either party may request permission to submit a written statement to the College Hearing Board or request permission to participate in the hearing through an electronic communication channel. Written statements must be submitted to the College Hearing Board at least 3
class days before the scheduled hearing. (See AFR 7.IV.D.9.)

I. Either party to the grievance hearing may request a postponement of the hearing. The College Hearing Board may either grant or deny the request. (See AFR 7.IV.D.8.)

J. At its discretion, the College Hearing Board may set a reasonable time limit for each party to present its case, and the Chair of the College Hearing Board must inform the parties of such a time limit in the written notification of the hearing.

K. Hearings are closed unless the student requests an open hearing, which would be open to all members of the MSU community. The College Hearing Board may close an open hearing to protect the confidentiality of information or to maintain order. (See AFR 7.IV.D.13.)

L. Members of the College Hearing Board are expected to respect the confidentiality of the hearing process. (AFR 7.IV.D.13 and 7.IV.F.)

V. HEARING PROCEDURES:

A. The Hearing will proceed as follows:

1. Introductory remarks by the Chair of the College Hearing Board: The Chair of the Hearing Board introduces hearing panel members, the complainant, the respondent and advisors, if any. The Chair reviews the hearing procedures, including announced time restraints for presentations by each party and the witnesses and informs the parties if their advisors may have a voice in the hearings and if the proceedings are being recorded. Witnesses shall be excluded from the proceedings except when testifying. The Chair also explains:

   • In academic grievance hearings in which a student alleges a violation of academic rights, the student bears the burden of proof.

   • In academic disciplinary hearings, the Hearing Board is asked only to determine if sanctions in addition to, or other than, a penalty grade are warranted.

   • All Hearing Board decisions must be reached by a majority of the Hearing Board, based on a “preponderance of the evidence.”

      (See AFR 7.IV.D.14 and AFR footnote 37. For various definitions, see AFR Article 11.)

2. If the complainant fails to appear in person or via an electronic channel at a scheduled hearing, the College Hearing Board may either postpone the hearing or dismiss the case for demonstrated cause. (See AFR 7.IV.D.11.)
3. If the respondent fails to appear in person or via an electronic channel at a scheduled hearing, the College Hearing Board may postpone the hearing, hear the case in the respondent’s absence, or dismiss the case. (See AFR 7.IV.D.11.)

4. If the respondent is absent from the University during the semester of the grievance hearing or no longer employed by the University before the grievance procedure concludes, the hearing process may still proceed. (See AFR 7.III.C.)

5. To assure orderly questioning, the Chair of the Hearing Board will recognize individuals before they speak. All parties have a right to speak without interruption. Each party has a right to question the other party and to rebut any oral or written statements submitted to the Hearing Board. (See AFR 7.IV.D.16.)

6. Presentation by the Complainant: The Chair recognizes the complainant to present without interruption any statements relevant to the complainant’s case, including the redress sought. The Chair then recognizes questions directed at the complainant by the College Hearing Board, the respondent and the respondent’s advisor, if any.

7. Presentation by the Complainant’s Witnesses: The Chair recognizes the complainant’s witnesses, if any, to present, without interruption, any statement relevant to the complainant’s case. The Chair then recognizes questions directed at the witnesses by the College Hearing Board, the respondent and the respondent’s advisor, if any.

8. Presentation by the Respondent: The Chair recognizes the respondent to present without interruption any statements relevant to the respondent’s case. The Chair then recognizes questions directed at the respondent by the College Hearing Board, the complainant and the complainant’s advisor, if any.

9. Presentation by the Respondent’s Witnesses: The Chair recognizes the respondent’s witnesses, if any, to present, without interruption, any statement relevant to the respondent’s case. The Chair then recognizes questions directed at the witnesses by the College Hearing Board, the complainant and the complainant’s advisor, if any.

10. Rebuttal and Closing Statement by Complainant: The complainant refutes statements by the respondent, the respondent’s witnesses and advisor, if any, and presents a final summary statement.

11. Rebuttal and Closing Statement by Respondent: The respondent refutes statements by the complainant, the complainant’s witnesses and advisor, if any, and presents a final summary
12. Final questions by the Hearing Board: The College Hearing Board asks questions of any of the participants in the hearing.

VI. POST-HEARING PROCEDURES

A. Deliberation:

After all evidence has been presented, with full opportunity for explanations, questions and rebuttal, the Chair of the Hearing Board shall excuse all parties to the grievance and convene the Hearing Board to determine its findings in executive session. When possible, deliberations should take place directly following the hearing and/or at the previously scheduled follow-up meeting.

B. Decision:

1. In grievance (non-disciplinary) hearings involving undergraduate students, in which the College Hearing Board serves as the initial hearing body, and based on a “preponderance of the evidence,” a majority of the Board finds that a violation of the student’s academic rights has occurred and that redress is possible, it shall direct the Dean, or designee, to implement an appropriate remedy, in consultation with the Hearing Board. If the College Hearing Board finds that no violation of academic rights has occurred, it shall so inform the Dean, or designee. (See AFR 7.IV.D and E.)

2. In disciplinary hearings involving academic misconduct by undergraduate students in which the College Hearing Board and, based on a “preponderance of the evidence,” finds that disciplinary action in addition to, or other than, a penalty grade is warranted, the College Hearing Board shall recommend to the Dean an appropriate sanction. If the Hearing Board recommends no sanctions in addition to, or other than a penalty grade, are warranted, the Chair of the Hearing Board shall so inform the Dean, or designee. (See AFR 6.II.D and 7.VI.)

C. Written Report:

The Chair of the College Hearing Board shall prepare a written report of the Hearing Board’s findings, including redress for the complainant, if applicable, or sanctions, if applicable, and forward a copy of the decision to the appropriate unit administrator within 3 class days of the hearing. The report shall indicate the rationale for the decision and the major elements of evidence, or lack thereof, that support the College Hearing Board’s decision. The report also should inform the parties of the right to appeal within 5 class days following notice of the decision. The Chair shall forward copies to the parties involved, the responsible administrators, and the University Ombudsman. All recipients must respect the confidentiality of the report and of the hearing board’s statement.
deliberations resulting in a decision. (See AFR 7.IV.E and F.)

VII. APPEAL OF COLLEGE HEARING BOARD DECISION:

A. In hearings involving undergraduate students, either party may appeal the decision of the College Hearing Board to the University Academic Appeal Board in cases involving (1) academic grievances alleging violations of student rights, or (2) alleged violations of regulations involving academic misconduct (academic dishonesty, violations of professional standards or falsification of admission and academic records) that were referred initially to the College Hearing Board for disciplinary action. (See AFR 6.IV.A and 7.VII.)

B. All appeals must be in writing, signed and submitted to the Chair of the University Academic Appeal Board within 5 class days of the College Hearing Board’s decision. While under appeal, the original decision of the College Hearing Board will be held in abeyance. (See AFR 7.VII.A.)

C. A request for an appeal of a College Hearing Board decision to the University Academic Appeal Board must allege that the Hearing Board failed to follow applicable procedures for adjudicating the hearing or that findings of the College Hearing Board, including the appropriateness of the sanctions, were not supported by the “preponderance of the evidence.” The request also must include the redress sought. Presentation of new evidence normally will be inappropriate. (See AFR 7.VII.A and B.)

VIII. RECONSIDERATION:

If new evidence should arise, either party to a hearing may request the College Hearing Board to reconsider the case within 30 days upon receipt of the hearing outcome. The written request for reconsideration is to be sent to the Chair of the Hearing Board, who shall promptly convene the College Hearing Board to review the new material and render a decision on a new hearing. (See AFR 7.IV.G.)

Approved by Undergraduate Program Committee, January 7, 2011
CLINICAL EXPERIENCE POLICIES

ATTENDANCE POLICY

Attendance at clinical practice and lab is required. A student who comes to the clinical practice setting late or with deficiencies in understanding or knowledge which, in the faculty member’s judgment, could jeopardize patient safety, will be removed from the clinical setting for that day and will earn a 0.0 for that day.

Students who are unavoidably absent from a period of clinical practice are expected to notify his/her instructor prior to the clinical experience so that alternate plans can be made. Any unexcused clinical absence may be cause for student dismissal from the course. Absences are excused at the discretion of the course faculty. In the case of illness, a health care provider’s statement may be required. Specific consequences of course absence may also be found in course syllabi.

INCLEMENT WEATHER POLICY

In the event of inclement weather, the Vice President for Finance and Operations is designated as the official spokesperson for severe weather procedures and will make decisions and give out information as needed. Notification may be provided in one or more of the following formats:

1. Emergency Text Messaging Notification - (a voluntary opt in program for text messaging) To register, please visit https://etext.msu.edu/
2. Public Broadcast services
3. Reverse 911 - (allows the university to call into phones numbers within the university to provide emergency alert and safety information, including instructions to stay in place.)
4. The MSU Homepage
5. Building Emergency Action Teams via pager - These trained personnel advise and assist the university community in emergency situations.

STUDENT CLINICAL ATTIRE POLICY

Students must comply with approved clinical attire requirements as a part of safety and professional expectations. Students are responsible for all costs associated with purchase of uniforms.

The following items are required of students in all clinical settings:

1. Michigan State University College of Nursing Identification badge or identification badge required by the clinical organization;
2. A white long sleeve or short sleeve tee shirt may be worn under the uniform if desired;
3. Uniforms must be clean, wrinkle free and fit appropriately;
4. Required equipment includes a watch with second hand and a stethoscope with diaphragm and bell;
5. Fingernails must be short and trimmed; clear nail polish may be worn unless restricted by course policy; colored nail polish is not acceptable;
6. Jewelry is restricted to a watch, plain wedding band and one small post in each ear; no other visible body piercings are permitted;
7. Undergarments are required and must not be visible through the uniform;
8. Hair must be clean and odor free and of a natural hue; barrettes and hair combs may be worn if in neutral colors (black, brown, or beige); beards and mustaches are acceptable if neatly trimmed, otherwise males are expected to be clean shaven;
9. Visible body tattoos are not permitted;

The following are additional requirements for students providing direct care in **acute care settings** with the exception for psychiatric inpatient units:

1. Green surgical scrubs with the College of Nursing logo;
2. White hosiery/socks;
3. Hair must be pulled off the collar;
4. White leather professional shoes which meet OSHA standards; they must be closed heel and closed toe; shoelaces must be clean and white;
5. Neither shoes nor scrubs are to be worn outside of the assigned clinical setting;
6. A white lab coat with CON logo may be required in some settings as determined by the clinical instructor and/or agency requirements;

The following are additional requirements for students while **in community health and in psychiatric/mental health clinical settings**:

1. Green polo shirt with CON logo;
2. Khaki pants or black dress pants; no jeans or capris; jeans and other modifications may be approved by the clinical instructor for unique, one-time clinical experiences;
3. Socks or hose;
4. Shoes must be closed toe and closed heel with a maximum of 1” heel. Athletic shoes are permitted;
5. Hair must be off the collar in some clinical settings as directed by the clinical instructor;
6. Jewelry may include an engagement ring;
7. A white lab coat may be required in some settings as determined by the clinical instructor and/or clinical agency requirements;

Modifications or additions to the policies above may be required by clinical instructors based on professional judgment and/or the requirements dictated by the clinical setting.

Approved by UPC November 6, 2009
TRANSPORTATION TO AND FROM COMMUNITY AGENCIES

Each student is responsible for his/her transportation to and from clinical nursing experiences. Clinical experiences are provided in a variety of settings throughout the state.

INVASIVE PROCEDURE GUIDELINES

Students will not perform invasive procedure (i.e. blood draw, injection) on other students for practice.

COLLEGE OF NURSING TECHNICAL STANDARD

It is inherent that a candidate for a nursing degree possesses certain abilities and skills. The technical standards set forth below establish the essential qualities that are considered necessary for students at the Michigan State University College of Nursing (CON) to achieve the knowledge, skills, and levels of competency necessary for both nursing education and practice. Reasonable technical accommodation can be made in certain areas. However, the student must be able to perform in a reasonably independent manner with such accommodation. The use of a trained intermediary is not acceptable in many clinical situations, as a student’s judgment is then mediated by someone else’s power of selection and observation.

I. OBSERVATION SKILLS:

A student in CON must be able to accurately:

- Observe a patient, both at a distance and close at hand;
- Acquire information from written documents;
- Visualize information as presented in images from paper, films, slides, or video;
- Interpret graphic images as well as digital or analog representations of physiologic phenomenon.

Such observation and information acquisition requires the functional use of visual, auditory, and somatic senses, enhanced by the functional use of other sensory modalities. In any case where a nursing student’s ability to observe or acquire information through these sensory modalities is compromised, the student must demonstrate alternative means and/or abilities to acquire the essential information conveyed in this fashion.

II. COMMUNICATION SKILLS:

A student in CON must be able to accurately:

- Communicate in English, both verbally and in written form;
• Speak, hear, and observe patients by sight to elicit information; describe changes in mood, activity and posture; and perceive nonverbal communications;
• Communicate effectively and sensitively with patients both orally and in writing;
• Communicate effectively and efficiently, in oral and written form, with all members of the health care team.

Such communication requires the functional use of visual, auditory, and somatic senses, enhanced by the functional use of other sensory modalities. In any case where a nursing student’s ability to communicate through these sensory modalities is compromised, the student must demonstrate alternative means and/or abilities to meet communication standards.

III. MOTOR SKILLS:

A student in CON must possess the motor skills to accurately:

• Perform palpation, percussion, auscultation, and other assessment techniques;
• Perform clinical procedures;
• Execute motor movements reasonably required to provide general and emergency care, such as airway management, placement of intravenous catheters, cardiopulmonary resuscitation, and application of pressure to control bleeding.

Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

IV. SOCIAL AND BEHAVIORAL ABILITIES:

A student in CON must possess the coping skills and intellectual abilities to:

• Exercise sound clinical judgment;
• Recognize knowledge and skill limitation and seek appropriate guidance;
• Complete all assigned responsibilities for the care of patients in a timely fashion;
• Develop mature and effective relationships with patients, health team members, and faculty;
• Function effectively in stressful situations in the health care setting;
• Maintain a physically and emotionally safe environment for patients;
• Adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical setting;
• Communicate with and care for, in a nonjudgmental way, all persons including those whose culture, spiritual beliefs, race, ethnicity, socioeconomic status, gender, gender-identity, sexual orientation, and/or age are different from their own.

V. INTELLECTUAL-CONCEPTUAL, INTEGRATIVE AND QUANTITATIVE ABILITIES:

A student in CON must be able to solve problems. Effective problem solving, a critical skill demanded of nurses, requires all of the abilities above. In addition to the above, a nursing student must be able to:
• Remain awake and alert while in clinical assignments;
• Perform these problem-solving skills in a timely fashion;
• Measure, calculate, analyze, integrate, and synthesize data from clinical and other sources;
• Integrate didactic knowledge into clinical practice to analyze data, determine outcomes for care and provided interventions, and timely assessment of the effectiveness of those interventions.

Adapted from College of Human Medicine Technical Standards 4-2009
Reviewed by the Office of the General Counsel 4-2009

APPICANT’S CERTIFICATION OF ABILITY TO MEET TECHNICAL STANDARDS

I have read and I understand each of the preceding technical standards. __________

Initial

I certify that I am able to meet each of these standards as a nursing student at the Michigan State University College of Nursing. __________

Initial

OR

I wish to discuss these technical standards and/or discuss reasonable accommodations with the appropriate individuals at the Michigan State University College of Nursing __________

Initial

Name (please print or type)

__________________________________________

Signature

__________________________________________

Date
GUIDELINES FOR OCCURRENCE REPORTING

Any occurrence (including injuries to student, faculty, or patient; threat of legal action or accusation of wrong doing; or any other occurrence deemed atypical or serious by individuals involved) shall be documented on the appropriate form and reported to the College of Nursing Office of Academic Affairs and the Associate Dean for Academic and Clinical Affairs.

STUDENT ACCIDENTS

Reporting the Student Injury/Exposure
It is the responsibility of the supervising faculty to report any injury involving students. A “Student Accident Report” form should be used to report student accidents occurring while the student is engaged in classroom, laboratory or other types of academic activities. A student exposure report form should be sued to report student exposure to Tuberculosis, Blood Borne Pathogens and Zoonotic Disease.

Student Injury/Exposure
Faculty will assist student in attending to medical needs prior to initiation of reporting process. The Office of Academic Affairs must be notified of the occurrence of an injury or incident immediately by supervising faculty. The following forms must be completed and submitted to the CON Office of Academic Affairs within 24 hours of the incident:

Agency reports should be submitted by faculty to the appropriate office at the site where accident occurred as required by agency policy. Clearance from physician may be required to return to labs and/or clinical based on injury sustained.

Emergency Health Care for Students in Clinical Agencies
The hospital or agency does not assume liability for any accident or illness during the student's assignment. Injuries received during clinical assignment are considered class injuries by the MSU Health Center.

Health service for students is available at the MSU Olin Health Center. Whenever possible, the student should go to the MSU Olin Health Center for care. Each student is responsible for his/her transportation.

Clinical agencies will make available emergency medical treatment if possible, or direct the student to the nearest hospital, the cost of which shall be assumed by the individual student.

If necessary, faculty may transport ambulatory ill or injured students to an appropriate treatment site. Mode of transportation will depend on the extent of illness or injury. On campus, a van is available at (http://olin.msu.edu/van.php) Olin Health Center to provide transportation for those students to Olin who are not ill enough for an ambulance or emergency transport.
# STUDENT ACCIDENT/INJURY REPORT

(ClassName/Lab/Academic Activity Accidents)

<table>
<thead>
<tr>
<th>Time &amp; Place</th>
<th>Accident Date/Time</th>
<th>Course Title/Section #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>MSU building, Room #, (Be Specific)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Describe What Happened</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Student Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Campus Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Home/Parent's Address</th>
<th>PHONE #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Injured</th>
<th>Yes ☐ No ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>If Yes - Describe the type, severity, and body part(s) involved:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description of Injury</th>
<th>Medical Care Received</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>If Yes - Describe:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WITNESSES</th>
<th>Name</th>
<th>Address</th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Report Completed by</th>
<th>(Print Name &amp; Title)</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Report Reviewed by</th>
<th>(Print Name &amp; Title)</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Department/College</th>
<th></th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Administrator’s Signature</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notify Safety Services of Accidents Requiring IMMEDIATE Investigation at 3-5360 or 5-2221

Distribution: Original - Risk Management, 113 Olds Hall. Fax 432-3854 / Copy - MSU Police & Public Safety / Copy - Department/College

Revised 6/99
# HEALTH PROFESSIONS STUDENTS EXPOSURE REPORT

for Tuberculosis, Blood Borne Pathogens and Zoonotic Disease

<table>
<thead>
<tr>
<th>NAME</th>
<th>MALE</th>
<th>FEMALE</th>
<th>PID</th>
<th>ZPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDRESS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHONE</td>
<td></td>
<td>EMAIL</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>w: ( )</td>
<td>h: ( )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHONE</td>
<td></td>
<td>EMAIL</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>w: ( )</td>
<td>h: ( )</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPOSURE DATE</th>
<th>EXPOSURE TIME</th>
<th>FACILITY &amp; CITY OF EXPOSURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>month day year</td>
<td>A.M. or P.M.</td>
<td>CLINICAL CONTACT/ SITE SUPERVISOR PHONE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TYPE OF EXPOSURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUCOUS MEMBRANE</td>
</tr>
<tr>
<td>Eye</td>
</tr>
<tr>
<td>Mouth</td>
</tr>
<tr>
<td>Nose</td>
</tr>
<tr>
<td>PERCUTANEOUS</td>
</tr>
<tr>
<td>Blood Draw / Type of Needle</td>
</tr>
<tr>
<td>IV Start / Type of Needle</td>
</tr>
<tr>
<td>During Surgery / Type of Needle, Instrument</td>
</tr>
<tr>
<td>IV Piggyback – Visible Blood in Tubing</td>
</tr>
<tr>
<td>Other Needle Stick / Type of Needle</td>
</tr>
<tr>
<td>Other (laceration, abrasion, etc.)</td>
</tr>
<tr>
<td>RESPIRATORY</td>
</tr>
<tr>
<td>Resp</td>
</tr>
<tr>
<td>SKIN</td>
</tr>
<tr>
<td>Open Sore, Wound, Scratch, Lesions</td>
</tr>
<tr>
<td>Hangnail</td>
</tr>
<tr>
<td>Eczema</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DURATION OF EXPOSURE</th>
<th>SECONDS / MINUTES / HOURS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>EXTENT / DEPTH OF EXPOSURE</th>
</tr>
</thead>
</table>

IN DETAIL, DESCRIBE HOW EXPOSURE OCCURRED (route, circumstances, precautions in place, specific injury, extent of exposure, etc.)

(Season 2 TO COMPLETE FORM)
### SOURCE PATIENT RISK ASSESSMENT

**SOURCE PATIENT KNOWN POSITIVE:**
- [ ] Yes
- [ ] No
- [ ] Unknown

If yes, please specify:
- __________________________________________________
- __________________________________________________
- __________________________________________________

**HIV Viral Load If known:** ________________________________

**OTHER KNOWN RISK FACTORS FROM SOURCE:**
- Blood Transfusions (prior to 1992)
- History of High Risk Sexual Behavior
- Previous or Current Injectable Drug Use
- Other (specify)

### ACTIONS TAKEN AS A RESULT OF EXPOSURE

**GUIDELINES REVIEWED:**
- [ ] Yes
- [ ] No

**SITE OF INITIAL ASSESSMENT AND CARE:**
- [ ] None

**SELF CARE ADMINISTERED (specify):**
- [ ] None

### POST-EXPOSURE TREATMENT

- [ ] No treatment recommended
- [ ] Treatment recommended (specify)
- [ ] Treatment received (specify) Date treatment initiated __________________________

**FOLLOW UP NEEDED?**
- [ ] No

- [ ] Yes (specify)

**FOLLOW UP DATE:** __________________________

**FOLLOW UP LOCATION:** __________________________

**BY SIGNING BELOW, I INDICATE THAT I UNDERSTAND THIS FORM WILL BE KEPT CONFIDENTIAL. I ALSO UNDERSTAND THAT ADMINISTRATORS (OR THEIR DESIGNEES) FROM MY COLLEGE/DEPARTMENT OR PROGRAM, THE OFFICE OF THE UNIVERSITY PHYSICIAN, AND THE OCCUPATIONAL HEALTH SERVICE WILL ALSO REVIEW THIS FORM.**

**STUDENT SIGNATURE** __________________________ | __________________________

**DATE:** __________

**(print) (signature)**

**PREPARER’S SIGNATURE** __________________________ | __________________________

**DATE:** __________

**(print) (signature)**

**COLLEGE / DEPT / PROGRAM ADMINISTRATOR:** __________________________ | __________________________

**DATE:** __________

**(print) (signature)**

**RETURN COMPLETED FORM TO THE ADDRESS OR FAX NUMBER BELOW**

Occupational Health Nurse • MSU Occupational Health Srvc • Olin Health Center • East Lansing, MI 48824-1037 • 517.355.0332

**DO NOT COPY THIS FORM**
PATIENT INJURY/INCIDENT INVOLVING STUDENT

Reporting of any patient occurrence involving a student or faculty supervising student experiences requires completion of the Health Care Occurrence Report form. If the occurrence takes place at a hospital or other clinical setting, also report according to agency policy. (Faculty may sign form as supervising faculty).

The occurrence form must be completed and submitted to the Office of Academic Affairs within 24 hours. Faculty will notify the Associate Dean for Academic and Clinical Affairs immediately. The Office of Academic Affairs will notify appropriate offices including the Office of Student Support Services, College of Nursing Dean’s Office and the Office of Risk Management and Insurance.
# Health Care Occurrence Report Involving Student

<table>
<thead>
<tr>
<th>Date and Time of Occurrence</th>
<th>Month</th>
<th>Date</th>
<th>Year</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date and Time Occurrence Reported</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Location (Name/Address of Hospital/Clinic) |       |
| Specific Department/Area Within Location |       |

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Gender</th>
<th>Date of Birth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affected Patient</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Undergraduate</th>
<th>Masters</th>
<th>PhD</th>
<th>Continuing Ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Program (Check one)</th>
<th></th>
</tr>
</thead>
</table>

**Brief Factual Narrative/Description of Occurrence:**

<table>
<thead>
<tr>
<th>Action/Steps Taken After Occurrence</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Any Injury to patient (check one)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, describe:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Persons Notified of Occurrence</th>
<th>Name</th>
<th>Phone No.</th>
<th>Organization</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>This Form Completed By</th>
<th>Signature</th>
<th>Print Name</th>
<th>Phone No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Member</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing Student</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Distribution:** (1) College of Nursing Program Director  (2) MSU Risk Management, 113 Olds Hall

N:/Clinical Placements/Clinical Placement Procedure
STUDENT EXPOSURE PROTOCOL

If you have been exposed to tuberculosis or blood borne pathogens:

1. Wash off or flush out exposure.
2. If exposed to one of the below: Act Quickly. Do Not Delay Seeking Evaluation and Treatment. Go to the Nearest Emergency Room.

<table>
<thead>
<tr>
<th>EXPOSURE</th>
<th>EVALUATION TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Blood</td>
<td>Immediate (within 1 hour)</td>
</tr>
<tr>
<td>Monkey B</td>
<td>Immediate (within 1 hour)</td>
</tr>
<tr>
<td>Rabies</td>
<td>Within 1 day</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Contact site coordinator</td>
</tr>
</tbody>
</table>

3. If immediately available, notify faculty, or preceptor prior to going to emergency room.
4. If you cannot find help, call the 24 hour hotline at 1-877-STUCK50 or 1-877-788-2550.
5. For further information about information about occupational exposures, treatment guidelines, and university reporting requirements, visit the website listed below: www.msu.edu/user/needle

Report all possible exposures to College of Nursing, Director of Student Support Services at 517-353-4827 or 1-800-605-6424 within 24 hours and course faculty if not previously notified.
BLOOD BORNE PATHOGEN TRAINING

Blood Borne Pathogen (BBP) training is required annually for CON students. The process to access and complete BBP training modules varies between student groups. Please refer to Table 1 below.

Pre-licensure program students are required to complete Alliance for Clinical Experience (ACE) Passport BBP training modules annually. Specific ACE Passport system information will be provided to students at orientation.

Post-licensure program students are provided initial online training information prior to their orientation on campus and may sign up for annual training thereafter at www.orcbs.msu.edu or call the Office of Radiation, Chemical, and Biological Safety (ORCBS) for the annual training. Post-licensure program clinical students must submit the required BBP training documentation to the Office of Student Support Services for entry into the student’s Custom Requirement database.

Table 1. Blood Borne Pathogens Training Requirements

<table>
<thead>
<tr>
<th></th>
<th>ORCBS BBP* modules</th>
<th>ACE Passport BBP* modules</th>
<th>Site specific Training checklist*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-licensure program students (Traditional &amp; AO)</td>
<td>N/A</td>
<td>Annually</td>
<td>X</td>
</tr>
<tr>
<td>Post-licensure program students (RN-BSN &amp; MSN)</td>
<td>Annually (unless placed in ACE System clinical site)</td>
<td>Per case basis (when student is placed with an ACE member agency)</td>
<td>X</td>
</tr>
</tbody>
</table>

*ORCBS: Michigan State University Office of Radiation, Chemical, and Biological Safety

* ACE Passport/Alliance for Clinical Experience: A web-based online learning system which will certify to educational and healthcare institutions that students have completed certain requirements prior to the start of their clinical placements.

* Site Specific Training checklist is provided by ORCBS; http://www.orcbs.msu.edu/biological/programs_guidelines/biosafety_manual/Appendix_K_Site-Specific_Checklist.pdf
HIPAA PRIVACY RULES

HIPAA (Health Insurance Portability and Accountability Act) privacy rules became effective in April, 2003. MSU is considered a covered entity and as such, all individuals who work in health care professions and individuals with access to protected health information (medical records, patient data, etc.), including health professions students, are required to receive training.

CLIENT CONFIDENTIALITY

The MSU College of Nursing supports all clients’ rights to privacy and confidentiality and all documentation and report must be consistent with HIPAA regulations. Therefore, it is expected that student will use pseudonyms in all written reports or assignments. Details of client interactions may be discussed with appropriate faculty, students and agency personnel within the context of the clinical experience. Care should be exercised to avoid these conversations being overheard by others.

If you are personally communicating on social media platforms (Facebook, YouTube, Twitter, etc.) you must maintain client confidentially. Patient information or clinical situations should never be discussed on social networking sites.

Professional contact with clients should be limited to the professional setting. Social networks are not considered professional.

Please refer back to the Social Networking Policy on page 41.

LIABILITY INSURANCE

The University provides liability insurance for all enrolled students engaged in clinical activities under the auspices of the University.
CPR POLICY

All students in the Masters Program must provide evidence of current certification in basic cardiac life support (BCLS) cardio pulmonary resuscitation (CPR). This must include adult one and two rescuer, child, and infant CPR. This will be required prior to beginning coursework and must be maintained through graduation from the College of Nursing. **ACLS & BCLS (healthcare provider) courses from American Heart Association (preferred) or Red Cross are required to meet CON compliance expectation.**

BACKGROUND CHECK AND DRUG SCREEN REQUIREMENTS

The MSU Drug and Alcohol Policy (published in the MSU Student Handbook and Resource Guide http://www.vps.msu.edu/SpLife/index.htm) prohibits the unlawful possession, use or distribution of illicit drugs and alcohol by students on MSU property or as part of any of its activities.

The Joint Commission on the Accreditation of Healthcare Organizations (JCAHO) guidelines have resulted in many practice sites opting to require background checks for nursing students working in clinical settings. Additionally, many clinical, non-JCAHO accredited sites affiliated with the university for educational purposes have adopted this requirement and also require drug screens. The clinical programs of Michigan State University College of Nursing require students to participate in the care of patients in various health care settings. Accordingly, passing a criminal background check and drug screen is a condition for participation in the clinical component of all Nursing (graduate and undergraduate) programs.

INSTRUCTIONS FOR COMPLETING IMMUNIZATION AND CON COMPLIANCE

A. All students must submit and comply with Centers for Disease Control and Prevention Guidelines for Health-care workers and meet the College of Nursing Compliance requirements:

   a. Students must submit the completed Student Immunization Record attaching copies of immunization and other records.

      i. The Form and requirements are available online at: http://www.uphys.msu.edu/hcpimmunize/index.html

      ii. Submit the completed Form with supporting documentation to the Office of the University Physician 347 Olin Health Center, Michigan State University, East Lansing, MI 48824-1037.

   b. Students must also complete or submit documentation to meet
the following College of Nursing Compliance requirements:

i. HIPAA (Health Insurance Portability and Accountability Act) Training

ii. Blood Borne Pathogen Training; http://www.acepassport.org (Traditional & Accelerated students only) RN -BSN students should visit the following link: http://www.hazmat.msu.edu/BPA/BPA_HCS_intro.htm

iii. Basic Life Support for Healthcare Providers (BLS) Training:

iv. Documentation of Personal Medical/Health Insurance;

v. Copy of current, non-restricted State of Michigan or State License in which licensed to practice as a Registered Nurse. This is required for all students enrolled in the RN-BSN program or the Masters of Science in Nursing program;

vi. Seasonal Influenza Immunization

vii. Complete Background Check;

viii. Complete Drug Screening;

ix. Complete Fingerprinting

B. Students should download and print a copy of their individual Immunization and CON Compliance information from http://www.uphys.msu.edu/forstudents/index.html as evidence that they have completed the Immunization Record and other Compliance requirements. This evidence must be submitted to the clinical faculty prior to the first clinical day. If fully-compliant documentation is not submitted, the student will not be allowed in the clinical unit and will not be allowed to make up the clinical day.

a. HIPAA training is required at each healthcare system. In addition, students are required to complete HIPAA training at MSU during the new student orientation session. The Office of Student Support Services will update the student’s Immunization and Compliance record as evidence that the training has been completed.

b. Blood Borne Pathogen Training is required annually. The CON Office of Student Support Services will update the student’s Immunization and Compliance record as evidence that the initial training has been completed. Thereafter, traditional and accelerated BSN students should sign up for annual training at http://www.acepassport.org. RN-BSN and graduate students sign up at http://www.hazmat.msu.edu/BPA/BPA_HCS_intro.htm.

c. Upon completion of the annual training, a report will be
submitted electronically and entered by the Office of Student Support Services.

d. Basic Life Support for Healthcare providers (BLS) training for healthcare workers is required upon entry into the first year of the Nursing major and every two years thereafter. Information about training sessions is provided in the new student admission packet and at orientation sessions. Certification at the “lay” rescuer level is not sufficient. Students must present the BLS card and expiration date to the CON Office of Student Support Services each year prior to the first day of clinicals, so the documentation can be entered in the student’s Immunization and Compliance record.

e. Documentation of current Personal Medical/Health Insurance is submitted to the CON Office of Student Support Services annually. This information will be entered into the student’s Immunization and Compliance record.

f. Documentation of a current, non-restricted State Registered Nursing License is submitted annually in March to the CON Office of Student Support Services by those students enrolled in the RN-BSN or the Master of Science in Nursing programs.

g. The Seasonal Flu shot is required each Fall semester while enrolled in the Nursing program. Based on flu vaccine availability, students must comply by December 1. All students who are vaccinated at any location other than Flu Clinic’s sponsored by the University Physicians office (including the Student Health Center in Olin) must obtain documentation of their immunization and submit to the University Physician’s Office (scanned copy, fax or University mail to 517-355-0332 (fax) or 346 Olin Health Center). Please include your PID and state you are an MSU nursing student on the documentation.

h. A Background Check, Drug Screening and Fingerprinting are required upon acceptance into the College of Nursing. Refusal to comply or falsification of records will result in dismissal from the program. Information about how to complete the Background Check, Drug Screen and Fingerprinting requirements is forwarded to all students in the new student admission packet. Results must be received prior to the first day of the semester (start date of classes).

Questions about immunization requirements or individual status of records should be referred to:

Paula Guss, R.N. (guss@msu.edu)
MSU Occupational Health
University Physician’s Office 348 Olin Health Center
P: 517-353-8933; F: 517-355-0332
TITER/IMMUNIZATION INFORMATION

For students who are unable to provide proof of immunity, the Olin Health Center will offer an inexpensive 5-titer draw. The titer includes measles, mumps, rubella, varicella and hepatitis B for $34.00. Titers are not required for students who have proof of all required immunizations. The Medical/Nursing Immune Status is available on campus at Olin Health Center’s Allergy and Immunization Clinic by appointments (517)353-4660, Monday through Friday from 9am to 4:30pm or by appointment through MSU Occupational Health (517) 353-9137.

For those unable to complete all three of the Hepatitis B vaccine doses and titer prior to enrollment in the program, there will be an opportunity to receive vaccine and/or titer during the Fall semester at Michigan State University. We encourage you to begin the Hepatitis B series as soon as possible. There will also be an opportunity to receive TB monitoring (either TB test or symptom monitor) and the Nursing Immune Status during the Fall Semester. The cost of all immunizations, titers and TB monitoring are the responsibility of the student.

In cases where vaccines are medically contraindicated, or when students desire to abstain for religious reasons from some or all of the immunizations specified, an informed waiver statement must be signed prior to orientation. This waiver must be signed annually while enrolled in the College of Nursing. A copy of the waiver is available in the Office of Student Support Services. Students should be aware that although they have the right to waive immunizations, medical institutions (hospitals and medical clinics) retain the right to deny patient contact with students who have refused immunization.

EDUCATIONAL EXPERIENCES DURING PREGNANCY

The following factors are considered in determining if and when the student’s education must be interrupted. Each case is handled individually.

1. Interest and desire of the student to continue in the educational program.
2. Documented recommendation from the student’s health care provider.
3. Policies of the institution or agency where the student will be engaged in clinical experiences.
4. Potential for exposure to a hazardous environment, such as radiation or a communicable disease.
SUPPORT SERVICES

STUDENT PARKING

Students may register their vehicle and obtain a commuter lot parking permit application from the Department of Police and Public Safety which can be found at www.police.msu.edu. Your permit privileges are not valid until your permit is properly affixed to your windshield. To register your vehicle you must present a current student ID, a valid driver’s license and your vehicle registration. For additional questions, please refer to the DPPS office.

STUDENT LISTSERV

The College of Nursing undergraduate student listserv was created to provide a means of disseminating information of interest or importance to students in a timely, accessible, and cost efficient manner. The listserv is the primary and most immediate source of communication and announcements. Students are enrolled in the College of Nursing undergraduate listserv by the College of Nursing. A student remains a part of the undergraduate listserv until graduation from the program.

OFFICE OF STUDENT SUPPORT SERVICES

The MSU College of Nursing is committed to providing a quality nursing program for capable and motivated students from a range of ethnic, cultural, and economic backgrounds. Support programs provide opportunities to strengthen student achievement through academic counseling and advising, career and financial planning, and peer and professional interaction. For specific information or assistance regarding Supportive Services in Nursing, contact Student Support Services 517 353 4827. Or visit A117 Life Sciences prior to October 1 and the first floor of the Bott Building beginning October 1.

COUNSELING SERVICES

Individual and group counseling services are offered by the MSU Counseling Center for assisting students with a wide range of immediate concerns and long range plans. Educational career planning, personal social adjustment concerns, and deeper emotional problems are among the areas for which professional counseling services are provided. A full range of interest, aptitude, and personality tests are available, and a well equipped occupational information library is maintained.
RESOURCES AND FACILITIES

ACCESS TO HEALTH COMPLEX BUILDINGS
Hours for access to the Life Sciences Building, Fee Hall, and the Clinical Center are posted on the outer doors; generally, all buildings are locked in the evenings and on weekends unless you are participating in a prearranged class or event.

TELEPHONE CALLS
Incoming emergency calls may be routed through the College of Nursing (353 4827).

TAPING OF CLASS SESSIONS
Permission of the instructor must be obtained prior to taping any class sessions.

STUDENT COMMONS
The Student Commons will be located in C115, first floor of the Bott Building for Nursing Education and Research. Please clean up after yourselves. It is your responsibility to keep this room clean.

SMOKING POLICY
Smoking is prohibited in the Life Sciences Building.

MSU RESOURCE GUIDE

The MSU Resource Guide has recently been added to the Office of the Provost website. It is an outcome of the Faculty Work-Environment Improvement Committee’s recommendation to share information and provide a referral center for policies and procedures that are responsive to questions from faculty and academic staff. The Guide is on the Provost’s website at http://www.msu.edu/unit/provost/resourceguidebkup.htm. Students should particularly note the sections on university organizations and operation.

TRAVEL ABROAD

All CON students traveling internationally on official university business must provide contact information about where and how they can be reached in case of an emergency while abroad to be input into the MSU International Travelers Database before they leave the U.S. To do this, all travelers must complete an MSU Travel Authorization and Emergency Contact Form before departure, which can be found on the MSU Controller’s Office website at http://ctlr.msu.edu/download/forms/ex70d.xls. On this form you must provide information about where and how you can be reached in case of an emergency while you are abroad. Once you have completed this form, please provide a copy to the Coordinator of International program so that the information can be entered into the MSU International Travelers Database as required by the University.
AWARDS AND SCHOLARSHIPS

SCHOLARSHIP INFORMATION

Students in the College of Nursing are eligible for a broad range of student funding and scholarships, including the following:

COLLEGE OF NURSING SCHOLARSHIPS

All applicants must be admitted and/or enrolled in the College of Nursing in good standing in the undergraduate program. Monies are awarded in the Spring semester for application to the following Fall semester tuition. Application deadline is March 1.

Scholarships are open to all nursing students who meet the eligibility requirements described for each award in the MSU College of Nursing scholarship listing at http://nursing.msu.edu/scholarships.asp. Students receive electronic notices via the student undergraduate listserv regarding application availability. Selection criteria vary for individual scholarships but may include academic achievement, financial need, leadership, and extracurricular involvement.

Scholarship recipients will be notified in May. Only students selected as scholarship recipients will be notified.

EXTERNAL FUNDING SOURCES

Students are encouraged to search the following sources for nursing scholarships:

http://www.hrsa.gov/loanscholarships/repayment/nursing/
This site contains information on the Nursing Education Loan Repayment Program and the Nursing Scholarship Program

http://www.discovernursing.com/scholarship-search
This site contains a broad, national nursing scholarship search engine

http://www.nsna.org/
The National Student Nurses Association sponsor various national scholarships

http://fastweb.com
A national financial aid tools and free scholarship search engine.
STUDENT PROFESSIONAL ACTIVITIES

NURSING STUDENT ASSOCIATION

The Nursing Student Association (NSA) is the only national organization for students of nursing. The purpose of NSA is to assume responsibility for contributing to nursing education in order to provide for the highest quality health care; to provide programs representative of fundamental and current professional interests and concerns; and to aid in the development of the whole person, his/her professional role, and his/her responsibility for the health care of people in all walks of life.

NSA does this by influencing the educational process; promoting and encouraging participation in community affairs and activities; influencing health care through involvement in legislative activities, representing students to the consumer, to institutions and other organizations; promoting and encouraging student participation in interdisciplinary activities and recruitment efforts regardless of a person’s race, color, creed, life style, sex, national origin, age or economic status; and promoting collaborative relationships with other nursing and health organizations.

Membership is a requirement for all Level I nursing students enrolled in NUR 330 at Michigan State University. A student must maintain membership throughout the program.

The Michigan State University College of Nursing has an active local chapter of NSA, entitled Nursing Student Association. The local chapter meets approximately three times per semester and is open to both prenursing and nursing students. The chapter is involved in many activities, including community service projects, legislation and continuing education. Nursing students assume the leadership of the association and plan activities according to members’ needs.

For further information on NSA, contact the College of Nursing Office of Student Support Services.

SIGMA THETA TAU, ALPHA PSI CHAPTER

Sigma Theta Tau, Inc. is the only National Honor Society of Nursing in the United States. Constituent chapters are established in collegiate schools of nursing accredited by the National League for Nursing. Sigma Theta Tau, Inc. is professional rather than social, and its purposes and functions may be compared to other honor societies, such as Alpha Omega Alpha in Medicine, Pi Lambda Theta in Education and Phi Beta Kappa in Liberal Arts.

An important project at the national and local level is the promotion of nursing research. This is carried on by the Research Committee, which also grants sums of money to finance research projects. Graduate Students are eligible for induction into the National Honor Society-Sigma Theta Tau.
ALPHA PSI CHAPTER

Plans for a Chapter at Michigan State University were started as early as 1962; a charter was granted and the Chapter was installed in 1970. Chapter activities have included educational meetings which are open to nurses, other health professionals and members of the general public; social meetings for its membership; and service projects. Alpha Psi recognizes student achievement with an annual graduate student award and participates in the annual Greater Lansing Area Research Day. Additional information can be found at http://www.nursingsociety.org/.

Alpha Psi - Eligibility Requirements

CRITERIA FOR MEMBERSHIP (Traditional Undergraduates)
• have completed ½ of the nursing curriculum;
• achieve academic excellence of a 3.0 or higher
• rank in the upper 35 percentile of the graduating class;
• meet the expectation of academic integrity.

CRITERIA FOR MEMBERSHIP (Registered Nurses)
• have completed ½ of the nursing curriculum;
• have completed 12 credit hours at current school
• achieve academic excellence of a 3.0 or higher
• rank in the upper 35 percentile of the graduating class;
• meet the expectation of academic integrity.

Membership is by invitation only. For more information about Sigma Theta Tau International, please visit http://www.nursingsociety.org/.

STANDING COMMITTEES WITH STUDENT REPRESENTATION

The standing committees in the College of Nursing with baccalaureate student representation are:

1. The Student Advisory Council.
2. The Undergraduate Program Committee.