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This handbook is intended to be used in conjunction with Michigan State University Resources for Undergraduate Study. The faculty reserve the right to revise this handbook.
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**CLINICAL EXPERIENCE POLICIES**

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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
THE 2-YEAR BACCALAUREATE PROGRAM

2YR 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>
</tr>
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<tbody>
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<td>Beginning Practitioner</td>
<td>Nursing Practice</td>
<td>Nursing Therapeutics</td>
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<td></td>
<td></td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Illness and Disease Management</td>
</tr>
<tr>
<td></td>
<td>Health and Wellness</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Caring Professional</td>
<td>Professionalism</td>
<td>Professional Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ethical Practice</td>
</tr>
<tr>
<td>Novice Clinical Scholar</td>
<td>Scholarly Practice</td>
<td>Evidence Based Practice</td>
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<tr>
<td></td>
<td></td>
<td>Global and Cultural Competence</td>
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</table>
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
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 move 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).
## 2YR 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. Each indicator assignment must be passed at 75%. If 75% is not achieved on the first attempt the student must remediate to a minimum grade of 75%, however the original grade on the assignment will stand.

### 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>CRITCAL 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>
</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>
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<tr>
<th>Concept</th>
<th>LII Outcome</th>
<th>LII Competency</th>
<th>LII Indicator</th>
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</table>
| COMMUNICATION II (COMM)                      | Competently engage in interpersonal relationships, professional communication, and information management with individuals, families, and health professionals.                                                      | 1. Demonstrates effective communication skills in nurse-client and professional interactions  
2. Demonstrate ability to communicate in writing with a variety of audiences.                                                                                              | NUR 370 Process Recordings            |
| CRITICAL THINKING II (CT)                    | Demonstrate the use of critical thinking processes in nursing practice.                                                                                                                                     | 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.                                                                                                             | NUR 360 Concept Map                   |
| NURSING THERAPEUTICS II (NT)                 | Interpret data to safely delivery targeted nursing care to individuals, and groups.                                                                                                                       | 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.   | NUR 360 Concept Map  
NUR 360 Med Math                            |
| HEALTH PROMOTION AND RISK REDUCTION II (HPRR)| Apply concepts and theories to develop health promotion plans for individuals and groups.                                                                                                                 | 1. Compare and contrast major health indicators in cultural/ethnic groups  
2. Assess and address factors that place individuals and families at risk.                                                                                       | NUR 370 Interview Vulnerable Population/Concept Map |
| ILLNESS AND DISEASE MANAGEMENT II (IDM)      | Demonstrate understanding of theories and principles of high quality, safe and efficient management of illness and disease to nursing care for individuals, and groups.                                               | 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.                                                                  | NUR 370 Interview Vulnerable Population/Concept Map |
<table>
<thead>
<tr>
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<th>COURSE TITLE</th>
<th>LEARNING OUTCOMES</th>
<th>REQUIRED COURSE(S)</th>
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</thead>
<tbody>
<tr>
<td>PROFESSIONAL</td>
<td>LEADERSHIP II (PL)</td>
<td>Apply theories and concepts to demonstrate leadership in the delivery of nursing</td>
<td>1. Examine how nursing leadership roles and strategies affect health care quality</td>
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<tr>
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<td>care to individuals and groups in varied care settings.</td>
<td>2. Collaborate with multiple disciplines in providing client care.</td>
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<tr>
<td>ETHICAL PRACTICE</td>
<td>II (EP)</td>
<td>Apply principles of ethical decision-making in their nursing practice.</td>
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<tr>
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<td></td>
<td>1. Accurately identify and characterize ethical problems arising in the care of</td>
<td>Case problem identification and characterization of an ethical problem within</td>
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<td></td>
<td></td>
<td>clients</td>
<td>clinical practice (370)</td>
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<tr>
<td>EVIDENCE-BASED</td>
<td>PRACTICE II (EBP)</td>
<td>Use research evidence, theory and patient preference in planning nursing care.</td>
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<td>1. Formulates and manages nursing interventions that are based on theory and</td>
<td>NUR 360 Evidence Practice Project</td>
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<td></td>
<td></td>
<td>research.</td>
<td>NUR 360 Concept Map</td>
</tr>
<tr>
<td>GLOBAL AND</td>
<td>CULTURAL COMPETENCE II (GCC)</td>
<td>Identifies global, cultural societal and policy factors on the health and</td>
<td></td>
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<td></td>
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<td>wellness of individuals and groups.</td>
<td>1. Analyze the importance of global and cultural factors on perception of</td>
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<td></td>
<td>health and illness</td>
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<td>2. Implement nursing interventions that reflect understanding of diversity</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>
</tbody>
</table>
| ETHICAL PRACTICE III (EP) | Articulate ethical practice and advocate for individuals, families and groups. | 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 vulnerable populations | NUR 450 Ethics Case Study |
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</thead>
<tbody>
<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>
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</table>
| GLOBAL AND CULTURAL COMPETENCE III (GCC) | Delivers care with consideration of the impact of global, cultural, societal, and policy factors affecting the health and wellness of individuals, families and groups. | 1. Systematically investigate the interaction between social and cultural determinants  
2. Using culturally specific data, develop plan for care of culturally diverse vulnerable populations. | NUR 435 Vulnerable Population Teaching Project |
### LEVEL IV

<table>
<thead>
<tr>
<th>Concept</th>
<th>LIIV Outcome</th>
<th>LIIV Competency</th>
<th>LIIV Indicator</th>
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</thead>
</table>
| COMMUNICATION IV (COMM)              | Effectively communicate and collaborate with individuals, groups and populations of clients and health professionals and the community. (Communication theoretical construct). | 1. Performs the role of leader/manager through effective communication with all members of the health care team (non-professional, professional, and executive levels).  
2. Demonstrates ability to effectively communicate with health care professionals, professional nursing organizations, governmental officials, and communities to promote health care initiatives. | NUR 460 Case Management Discharge Planning Assignment |
| CRITICAL THINKING IV (CT)            | Utilize clinical reasoning to organize data and determine nursing approaches to achieve client and organizational outcomes. (Critical thinking theoretical construct). | 1. Critically judges nursing care issues and develops approaches to clinical/theoretical situation.  
2. Evaluates and revises decisions under conditions of risk and uncertainty. | NUR 480 Case Analysis Using Ethical Problem |
| NURSING THERAPEUTICS IV (NT)         | Analyze data to competently deliver targeted nursing care to individuals, groups and populations. (Nursing therapeutics theoretical construct). | 1. Provides and critically evaluates complete care to a selected group of patients  
2. Analyzes effectiveness of community resources when performing a community health risk assessment for diverse populations | NUR 470 Population Health Promotion Project |
<p>| HEALTH PROMOTION AND RISK REDUCTION IV (HPRR) | 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) | 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. | NUR 470 Population Health Promotion Project |</p>
<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>COURSE DESCRIPTION</th>
<th>OUTCOMES</th>
<th>ASSIGNMENT</th>
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</thead>
<tbody>
<tr>
<td>ILLNESS AND DISEASE MANAGEMENT IV (IDM)</td>
<td>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 2. Promote achievement of client outcomes by supervising and/or collaborating with members of the health care team</td>
<td>NUR 460 Case Management Discharge Planning Assignment</td>
</tr>
<tr>
<td>PROFESSIONAL LEADERSHIP IV (PL)</td>
<td>Provide professional nursing leadership to promote optimal health outcomes for care for individuals, groups and populations in varied care settings. (Professional leadership theoretical construct).</td>
<td>1. Examines licensure law, regulations, and scope of practice 2. Develop personal goals for professional development including areas that enhance health care and advancement of the profession 3. Advocate for the role of the professional nurse as a member of the health care team 4. Competently coordinates the interdisciplinary care provided to a group of 3 to 4 patients for at least one complete 8 to 12-hour nursing shift including the supervision of ancillary nursing staff</td>
<td>NUR 460 Case Management Discharge Planning Assignment</td>
</tr>
<tr>
<td>ETHICAL PRACTICE IV (EP)</td>
<td>Apply effective strategies to address institutional and population ethical problems. (Ethical practice theoretical construct).</td>
<td>1. Evaluates policy and practice using ethical problem-solving methods 2. Develops strategies to remedy institutional or social level ethical problems</td>
<td>NUR 480 Case Analysis Using Ethical Problem</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 procedure 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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### 2YR TRAD. BSN CURRICULUM CONCEPT/COMPETENCY KEY INDICATOR GRID

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<thead>
<tr>
<th>Competency Key Indicators</th>
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<td>Evidence based practice</td>
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<td>NUR 480 Case analysis using ethical problem</td>
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OVERVIEW OF THE 2YR 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 - Human Gross Anatomy for Pre-Health Professionals
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 or 201 - 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 – Human Gross Anatomy for Pre-Health Professionals
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 or 201 – 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 300 Level
NUR 300 – Pathophysiology
NUR 325 - Transitions to BSN Practice
NUR 336 – Health Promotion for the BSN
NUR 340 - Foundations of 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
2YR TRADITIONAL BSN SAMPLE CURRICULUM

TRADITIONAL BSN PREREQUISITES* & UNIVERSITY GRADUATION REQUIREMENTS

<table>
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<th>PREREQUISITE COURSES</th>
<th>WRITING*</th>
<th>INTRODUCTORY PSYCHOLOGY*</th>
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<td>ISS 3XX (4)</td>
<td>CEM 141 (4)</td>
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<td>IAH 201-210 (4)</td>
<td>IAH 211+ (4)</td>
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<td>HNF 260 (3)</td>
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<td>NUR 300 (4)</td>
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</table>

Elective credits will be needed to reach the 120 credit minimum required for graduation

* Indicates Prerequisite course

Minimum of a 2.0 is required in each science prerequisite.

TBSN Course Sequence

<table>
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<tr>
<th>Level 1</th>
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<th>Level 4</th>
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<td>NUR 330 Health Assessment &amp; Nursing Therapeutics</td>
<td>NUR 360 Acute Nursing Care of Adults</td>
<td>NUR 435 Care of the Childbearing Family</td>
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<td>NUR 340 Foundations of Scholarly Nursing Practice</td>
<td>NUR 370 Mental Health &amp; Psychiatric Nursing</td>
<td>NUR 440 Nursing Care of Children, Adolescents &amp; Their Families</td>
<td>NUR 470 Community Health &amp; Population Nursing</td>
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<tr>
<td>PHM 350 Pharmacology</td>
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<td>NUR 450 Level III Integrative Seminar</td>
<td>NUR 480 Role Transition Seminar</td>
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</tbody>
</table>

Semester Credits 14 Semester Credits 12 Semester Credits 10 Semester Credits 12

Effective Fall 2011 Total Credits 120
## (2YR) ACCELERATED SECOND DEGREE BSN SAMPLE CURRICULUM

### ACCELERATED SECOND DEGREE IN NURSING
Effective Fall 2011

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<tr>
<th>Yr</th>
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<tr>
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<td>NUR 330 Health Assessment and Nursing Therapeutics</td>
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## RN TO BSN TRACK - BSN PROGRAM INDICATOR TRACKING

<table>
<thead>
<tr>
<th>COURSES</th>
<th>NUR 340</th>
<th>NUR 325</th>
<th>NUR 336</th>
<th>NUR 455</th>
<th>NUR 465</th>
<th>NUR 470</th>
<th>NUR 485</th>
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<tbody>
<tr>
<td>CONCEPTS</td>
<td>Clinical Decision Making</td>
<td>Communication</td>
<td>Critical Thinking</td>
<td>Ethical Practice</td>
<td>Evidence Based Practice</td>
<td>Global Cultural Competence</td>
<td>Health Promotion/Risk Reduction</td>
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<tr>
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<td>Theory Paper</td>
<td>AACN/BSN Nurse Interview</td>
<td>Synthesis Project</td>
<td>AACN/BSN Nurse Interview</td>
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<td>Critical Reflection Summary</td>
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<td>Case Management Related Topic Analysis</td>
<td>EBP Project</td>
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- **Clinical Decision Making**
- **Communication**
- **Critical Thinking**
- **Ethical Practice**
- **Evidence Based Practice**
- **Global Cultural Competence**
- **Health Promotion/Risk Reduction**
- **Nursing Therapeutics**
- **Professional Leadership**
- **Excellence, Lifelong learning & Professional Engagement Assignment**

**EBP** stands for Evidence-Based Practice.
BSN FOR REGISTERED NURSES SAMPLE CURRICULUM

RN TO BSN PREREQUISITES & SEQUENCE OF COURSES

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<td>2</td>
<td>NUR 336: Health Promotion for the BSN</td>
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</table>

**For additional information on transferring courses to MSU, please visit:** [www.transfer.msu.edu](http://www.transfer.msu.edu) Transfer courses are subject to change.

Students will receive **30 credits** hours upon completion of NCLEX and RN licensure in recognition of Associates in Applied Science in Nursing.

***If transferring from Lansing or Macomb Community College and participating in the partnership program, please refer to partnership program guide.***

**RN to BSN Course Sequence**

**Total RN to BSN Program/University credits= 32**

**Prior Learning Credits: Granted for successful completion of NCLEX = 30**

**Total Elective/Transfer Credits = 60**

**Minimum credits for graduation = 120**
THE 3-YEAR BACCALAUREATE PROGRAM

3YR GUIDING PRINCIPLES AND BACCALAUREATE GRADUATE PROGRAM OUTCOMES

This mission of Michigan State University’s College of Nursing (CON) is to enhance the health of the community by providing excellence in nursing education, research, and practice. The CON advances the profession of nursing and serves as an advocate for optimal health care for all people.

The undergraduate nursing programs achieve the CON’s mission through a learner-centered academic environment. This environment focuses on what and how students learn, the conditions under which they learn, their ability to retain and apply learning, and their preparedness for future learning (Weimer, 202, p.xvi). The role of the teacher in learner-centered academic environments is to be a facilitator of active and engaged learning, fostering trusting student-teacher relationships through flexibility and creativity. As students become involved in their learning, they share accountability for learning outcomes with teachers in ways that facilitate and development of caring, professional, and knowledgeable nurses. These nurses use individual, community, and systems perspectives to advocate for quality care of diverse patients in dynamic and variable health care environments. Their nursing care promotes health and the well-being of patients at the local, regional, national, and global level.

The guiding principles of the undergraduate curriculum are as follows:

**Caring:** Because the moral foundation of nursing care is to aspire to enact caring concern for others within health care, the CON develops students’ affective and intellectual tools to bring caring to fruition in their nursing practice.

**Professionalism:** The CON provides the climate for students to develop the affective, psychomotor, and cognitive domains of professional nursing practice, which provide them with the abilities needed to effectively interact with patients and the interdisciplinary team to fulfill nursing’s social contract with the public.

**Knowledgeable:** Expressing caring concern for patients begins with the knowledge and ability to discern and apply the most clinical effective interventions and therapeutic techniques to complex health problems in light of patient preferences. Therefore, the CON helps students become knowledgeable nurses by facilitating the integration of liberal education (e.g., arts and sciences).

**Individuals Perspective:** The CON educates students to have the knowledge, skills, and attitudes to provide safe, quality care for individuals and families.

**Community Perspectives:** The CON educates students to understand that nursing practice encompasses care of communities. Communities include entire populations within a community or target groups within populations where students learn to influence change in community health norms, awareness, practices, and behaviors (Minnesota Department of Health, 2001).
**Systems Perspective:** The CON educates students to understand how aspects of society impact health care delivery. Equipped with this systems perspective, students learn to use and develop regulations, professional guidelines, and policies to ensure optimal health outcomes (American Association of College of Nursing 2008; Minnesota Department of Health, 2001).

**Advocacy:** Advocacy occurs in a caring relationship and includes enhancing patient autonomy, acting on behalf of patients, and championing social justice in the provision of health care (Bu & Jezewski, 2007). Students in the CON advocate at the individual, community, and population levels using spiritual, moral, political, and legal interventions.

**Diversity:** As patients become increasingly diverse, the CON ensures that students are capable of providing culturally congruent care. CON faculty members teach students Campinha-Bacote’s conceptual model (2002) to ensure they understand that diversity refers to multiple worldviews and variations in values, beliefs, practices, and customs. CON faculty members emphasize that diversity consists of more than differences in ethnicity and race; it also includes religion, socio-economic status, language, geographical location, occupation, sexual identity, and age.

**Health:** Health includes multidimensional equilibrium across the lifespan until death. Within the CON, students learn that illness and disease are deviations from health, while sickness is the culturally defined social and psychological response to these deviations (Michigan State University College of Nursing 2012).

**Well-being:** The CON defines well-being as a subjective experience, involving changes in complexity, integration, and engagement in life as defined by the patient (Swanson 1993). The CON ensures students learn the meaning of well-being in relation to health and how it is influenced by personal, social, economic, and environmental contexts.

1 Patients are comprised of individuals, families, communities, populations, organizations, and systems who may benefit from nursing interventions related to health promotion, health maintenance, disease prevention, illness management, and end-of-life care. Patients are those with whom we partner and are engaged by the nurse as active participants in their own care to the degree to which they desire and capable of. The nurse-patient relationship is respectful of and responsive to patient preferences, needs, and values (Institute of Medicine, 2001).

2 Variable and dynamic health care environments are stressful and complex, requiring strong communication skills and high levels of competence in time-sensitive situations (Rose, 2011). Success in health care environments requires student nurses to become professionals who are flexible, imaginative, creative, adaptable and able to transfer knowledge quickly among situations (Anderson & Pulich 2002)

**References**


3YR UNDERGRADUATE NURSING PROGRAM PATHWAYS

The BSN curriculum is conceptualized as having two pathways; acute health care nursing and primary health care nursing. These pathways converge to provide a holistic approach to nursing education focusing on the professional nurse’s role in both the acute care and primary health care environments preparing graduates to function as nurse generalists in primary, secondary, and tertiary healthcare settings.

Acute Health Care\(^1\) Nursing (AHCN) includes emergency care, trauma care, acute medical and surgical care, critical care, urgent care and short-term inpatient stabilization focusing on curative, rehabilitative or palliative actions within an integrated systems framework.

Primary Health Care\(^2\) Nursing (PHCN) includes health promotion, disease prevention, primary care, population health, and community development within an integrated systems framework.

The integration of acute health care with primary health care completes a health-care system paradigm that fully encompasses all essential aspects of health care delivery.

<table>
<thead>
<tr>
<th>AHCN Pathway Courses</th>
<th>PHCN Pathway Courses</th>
<th>Courses Supporting Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 322</td>
<td>NUR 324</td>
<td>NUR 205</td>
</tr>
<tr>
<td>NUR 332</td>
<td>NUR 334</td>
<td>NUR 301</td>
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<tr>
<td>NUR 371</td>
<td>NUR 436</td>
<td>NUR 375</td>
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<tr>
<td>NUR 445</td>
<td>NUR 437</td>
<td>NUR 475</td>
</tr>
<tr>
<td>NUR 460</td>
<td>NUR 471</td>
<td>NUR 481</td>
</tr>
</tbody>
</table>


3YR BACCALAUREATE PROGRAM ORGANIZING CONSTRUCTS, PROGRAM OUTCOMES, PATHWAYS, AND AACN ESSENTIALS

Graduates of the MSU CON undergraduate programs will exemplify the CON mission and the undergraduate guiding principles by demonstrating the following outcomes.

Please see the charts on following pages.
<table>
<thead>
<tr>
<th>ORGANIZING CONSTRUCT</th>
<th>GUIDING PRINCIPLES</th>
<th>STUDENT LEARNING PROGRAM OUTCOME</th>
<th>NURSING CARE PATHWAY OUTCOMES: Acute Health Care Nursing (AHCN) Primary Health Care Nursing (PHCN)</th>
<th>COURSE</th>
<th>COURSE OBJECTIVES</th>
<th>AACN ESSENTIALS</th>
</tr>
</thead>
</table>
| Leadership           | Professionalism, Advocacy, Individual Perspective, Community Perspective | Integrate leadership skills and principles to facilitate optimal patient and systems outcomes. | AHCN: Demonstrate leadership skills in the care of patients in acute care settings.  
PHCN: Engage in advocacy efforts in the provision of care to patients in the community. | N332  
N371  
N445  
N460  
N334  
N471  
N437 | 2, 11  
6  
2, 11, 12  
1, 2, 3, 5, 7, 9, 10  
3, 12  
1, 2, 3, 6  
7 | II, V, VIII, IX |
| Communication        | Knowledgeable, Diversity, Caring, Individual Perspective, Community Perspective | Incorporate principles of effective communication with members of the health team and interested groups to improve health outcomes for patients, families, and communities of interest. | AHCN: Use of effective communication strategies to achieve health outcomes for acutely ill patients.  
PHCN: Use communication techniques and principles to provide health education and promote wellness within the community. | N205  
N322  
N332  
N371  
N445  
N460  
N334  
N436  
N437  
N471  
N475 | 8  
8  
5  
2  
5  
2  
3  
7  
2  
7  
6 | III, IV, VI, VII, VIII, IX |
| Collaboration        | Advocacy, Professionalism, Health, Knowledgeable | Skillfully interact with patients, intra- and interprofessional colleagues, and teams to achieve optimal outcomes. | AHCN: Demonstrate active collaboration with members of the health care team.  
PHCN: Facilitate active partnerships within the community that enhance health outcomes. | N322  
N332  
N445  
N324  
N334  
N437  
N471 | 9  
11  
9  
3, 5  
2, 3, 5  
6  
2 | III, IV, VI, VII, VIII, IX |
<table>
<thead>
<tr>
<th>ORGANIZING CONSTRUCT</th>
<th>GUIDING PRINCIPLES</th>
<th>STUDENT LEARNING PROGRAM OUTCOME</th>
<th>Nursing Care Pathway Outcomes: Acute Health Care Nursing (AHCN) Primary Health Care Nursing (PHCN)</th>
<th>COURSE</th>
<th>COURSE OBJECTIVES</th>
<th>AACN ESSENTIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Promotion and Risk Reduction</td>
<td>Health, Well-being, Diversity, Advocacy, Community Perspective</td>
<td>Educate patients, empowering them to improve health using a wide range of individual, social, and environmental interventions.</td>
<td>AHCN: Implement appropriate interventions to prevent readmission/relapse, prevent harm and promote a culture of safety in healthcare settings. PHCN: Integrate knowledge of health promotion, disease prevention, and determinants of health in the delivery of nursing care to patients/communities.</td>
<td>N205, N301, N322, N332, N371, N445, N481, N324, N334, N436, N437, N471</td>
<td>9, 1-8, 3, 7, 2, 6, 8, 2, 6, 10, 3, 4, 5, 6, 8, 10, 4, 5, 6, 7, 8, 11, 2, 4, 5, 11, 3, 8, 9</td>
<td>II, V, VI, VII, IX</td>
</tr>
<tr>
<td>ORGANIZING CONSTRUCT</td>
<td>GUIDING PRINCIPLES</td>
<td>STUDENT LEARNING PROGRAM OUTCOME</td>
<td>Nursing Care Pathway Outcomes: Acute Health Care Nursing (AHCN) Primary Health Care Nursing (PHCN)</td>
<td>COURSE</td>
<td>COURSE OBJECTIVES</td>
<td>AACN ESSENTIALS</td>
</tr>
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</tr>
<tr>
<td>Ethical Practice</td>
<td>Professionalism, Advocacy, Individual Perspective, Caring</td>
<td>Apply professional values and standards, and use ethical reasoning and relational skills to identify ethically justifiable outcomes, maximizing the good for all.</td>
<td>AHCN: Incorporate professional values and the ethical decision-making process when caring for acutely ill patients. PHCN: Engage in nursing care of communities from a perspective of caring that incorporates professional values and the ethical decision-making process.</td>
<td>N 205  N332  N371  N375  N445  N460  N475  N 324  N334  N436  N471</td>
<td>2, 4, 12  3, 12  7  11  3  8  1-12  11, 12  13  8  10</td>
<td>I, III, IV, VI, VIII, IX</td>
</tr>
<tr>
<td>Quality Nursing Care</td>
<td>Systems Perspective, Knowledgeable, Caring</td>
<td>Provides safe nursing care utilizing professional knowledge, skills, and attitudes to increase the likelihood of desired health outcomes.</td>
<td>AHCN: Incorporate standards of care, promoting patient safety and quality improvement, for acute care patients. PHCN: Incorporate standards of care in the implementation of quality improvement programs aimed at communities and populations.</td>
<td>N 205  N 301  N322  N332  N371  N375  N445  N 460  N 481  N475  N 324  N 334  N436  N 437  N 471</td>
<td>1,3, 5, 7, 10, 11  1-8  1,2, 3, 4, 5, 6, 7, 10  1, 2, 4, 6, 7, 8, 10  1, 3, 4, 5  7, 8  1, 4, 6, 7, 8, 10, 12  1, 3, 4, 6, 9, 11  7-9  9  1, 4, 6, 8  1, 7, 8, 1, 2, 3, 4  1, 5, 7, 9, 10  1, 2, 3, 8, 9, 10</td>
<td>II, III, IV, V, VI, VIII, IX</td>
</tr>
<tr>
<td>ORGANIZING CONSTRUCT</td>
<td>GUIDING PRINCIPLES</td>
<td>STUDENT LEARNING PROGRAM OUTCOME</td>
<td>Nursing Care Pathway Outcomes: Acute Health Care Nursing (AHCN) Primary Health Care Nursing (PHCN)</td>
<td>COURSE</td>
<td>COURSE OBJECTIVES</td>
<td>AACN ESSENTIALS</td>
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</tr>
<tr>
<td>Cultural Congruence</td>
<td>Individual Perspective, Community Perspective, Advocacy, Caring, Health, Well-being</td>
<td>Apply knowledge and skills to practice effectively within the cultural context of the patient and community.</td>
<td>AHCN: Integrate the cultural beliefs, values, and healthcare practices of individuals and families into plans of care. PHCN: Examine the influence of cultural beliefs and practices to the healthcare of communities.</td>
<td>N 205  N 322  N 445  N 475</td>
<td>6 5 4 12</td>
<td>I, V, VI, VII, VIII, IX</td>
</tr>
<tr>
<td>Global Responsiveness</td>
<td>Systems Approach, Community Perspective, Advocacy, Caring, Health, Well-being</td>
<td>Practice nursing with an appreciation of the reciprocal relationships between global and local socioeconomic, environmental, and health conditions.</td>
<td>AHCN: Recognize the role of the professional nurse in response to global health threats. PHCN: Foster healthy communities through health promotion and advocacy that is informed by local and global perspectives.</td>
<td>N 322  N 445  N 475  N 324  N 334  N 436  N 437  N 471</td>
<td>10 2 2 2, 4, 5 7 2 7, 10 2, 3, 5, 6, 8, 9, 10</td>
<td>I, IV, V, VII, VIII, IX</td>
</tr>
</tbody>
</table>
### TRADITIONAL BSN ADMISSION RQTS* & UNIVERSITY GRADUATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRA 110-150</td>
<td>WRITING*</td>
<td>4</td>
</tr>
<tr>
<td>MTH 103</td>
<td>COLLEGE ALGEBRA*</td>
<td>3</td>
</tr>
<tr>
<td>CEM 141</td>
<td>GENERAL CHEMISTRY*</td>
<td>4</td>
</tr>
<tr>
<td>BS 161</td>
<td>CELLS AND MOLECULES*</td>
<td>3</td>
</tr>
<tr>
<td>ANTR 350</td>
<td>HUMAN ANATOMY AND STRUCTURAL BIOLOGY*</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101</td>
<td>INTRODUCTORY PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>ISS 2XX</td>
<td>SOCIAL SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>ISS 3XX</td>
<td>SOCIAL SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>IAH 201-210</td>
<td>HUMANITIES I</td>
<td>4</td>
</tr>
<tr>
<td>IAH 211-241</td>
<td>HUMANITIES II</td>
<td>4</td>
</tr>
</tbody>
</table>

* Indicates course required for admission

(Minimum of a 2.0 is required in each admission required course and science prerequisite.)

Elective credits will be needed to reach the 120 credit minimum required for graduation.

### TBSN 3YR Course Sequence w/ Foundation Course Trajectory

<table>
<thead>
<tr>
<th>Nursing 1</th>
<th>Nursing 2</th>
<th>Nursing 3</th>
<th>Nursing 4</th>
<th>Nursing 5</th>
<th>Nursing 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR</td>
<td>CR</td>
<td>CR</td>
<td>CR</td>
<td>CR</td>
<td>CR</td>
</tr>
<tr>
<td>PSL 250</td>
<td>4</td>
<td>NUR 205</td>
<td>4</td>
<td>NUR 322</td>
<td>4</td>
</tr>
<tr>
<td>Introductory Physiology</td>
<td></td>
<td>Introduction to Professional Nursing</td>
<td></td>
<td>Nursing Care of Acute and Chronically Ill Patients I</td>
<td></td>
</tr>
<tr>
<td>CEM 143</td>
<td>4</td>
<td>NUR 301</td>
<td>3</td>
<td>NUR 324</td>
<td>3</td>
</tr>
<tr>
<td>Survey of Organic Chemistry</td>
<td></td>
<td>Clinical Pathophysiology</td>
<td></td>
<td>Health Promotion and Disease and Injury Prevention I</td>
<td></td>
</tr>
<tr>
<td>HDFS 225</td>
<td>3</td>
<td>HNF 260</td>
<td>3</td>
<td>PHM 350</td>
<td>3</td>
</tr>
<tr>
<td>Lifespan of Human Development</td>
<td></td>
<td>Principles of Human Nutrition</td>
<td></td>
<td>Pharmacology</td>
<td></td>
</tr>
<tr>
<td>MMG 201/302</td>
<td>3/1</td>
<td>STT 200</td>
<td>3</td>
<td>NUR 375</td>
<td>2</td>
</tr>
<tr>
<td>Fundamentals of Microbiology + Lab</td>
<td></td>
<td>Statistical Methods</td>
<td></td>
<td>Research and Evidence-Based Practice</td>
<td></td>
</tr>
</tbody>
</table>

Semester Credits 11 Semester Credits 14 Semester Credits 13 Semester Credits 14 Semester Credits 10 Semester Credits 12

Effective Fall 2015

Total Credits 120
## (3YR) ACCELERATED SECOND DEGREE BSN SAMPLE CURRICULUM

### ACCELERATED SECOND (AO) DEGREE IN NURSING

#### ADMISSION/PREREQUISITES & NURSING REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTR 350</td>
<td>HUMAN ANATOMY AND STRUCTURAL BIOLOGY</td>
</tr>
<tr>
<td>CEM 141</td>
<td>GENERAL CHEMISTRY</td>
</tr>
<tr>
<td>MMG 201</td>
<td>FUNDAMENTALS OF MICROBIOLOGY</td>
</tr>
<tr>
<td>NUR 300 OR 301</td>
<td>PATHOPHYSIOLOGY hurricane - (4/3)</td>
</tr>
<tr>
<td>PHM 350</td>
<td>INTRODUCTION HUMAN PHARMACOLOGY</td>
</tr>
<tr>
<td>PSL 250 OR 310</td>
<td>INTRODUCTORY PHYSIOLOGY          (4)</td>
</tr>
</tbody>
</table>

* Candidates must have completed course within five years of program start

* Anatomy and Physiology must be completed at the time of application

### AO BSN Course Sequence

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 205 Introduction to Professional Nursing</td>
<td>4</td>
<td>NUR 332 Nursing Care of Acute and Chronically Ill Patients II</td>
<td>6</td>
</tr>
<tr>
<td>NUR 332 Nursing Care of Acute and Chronically Ill Patients I</td>
<td>3</td>
<td>NUR 334 Health Promotion and Disease and Injury Prevention II</td>
<td>2</td>
</tr>
<tr>
<td>NUR 324 Health Promotion and Disease and Injury Prevention I</td>
<td>2</td>
<td>NUR 371 Behavioral Health Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NUR 375 Research and Evidence-Based Practice</td>
<td>2</td>
<td>NUR 445 Nursing Care of Acute and Critically Ill Patients</td>
<td>5</td>
</tr>
<tr>
<td>NUR 445 Nursing Care of Acute and Critically Ill Patients</td>
<td>5</td>
<td>NUR 436 Nursing Care of Children and Their Families</td>
<td>3</td>
</tr>
<tr>
<td>NUR 436 Nursing Care of Children and Their Families</td>
<td>3</td>
<td>NUR 437 Nursing Care of the Childbearing Family</td>
<td>2</td>
</tr>
<tr>
<td>NUR 437 Nursing Care of the Childbearing Family</td>
<td>2</td>
<td>NUR 475 Ethical Practice</td>
<td>2</td>
</tr>
<tr>
<td>NUR 475 Ethical Practice</td>
<td>2</td>
<td>NUR 481 Scholarship for Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NUR 481 Scholarship for Nursing Practice</td>
<td>2</td>
<td>NUR 460 Leadership in Clinical Practice</td>
<td>5</td>
</tr>
</tbody>
</table>

Semester Credits 13 | Semester Credits 12 | Semester Credits 10 | Semester Credits 12

Statement on Clinical Locations: Students in all the BSN tracks in the College of Nursing at Michigan State University are exposed to a variety of clinical sites in diverse settings throughout the state of Michigan. Additionally, the College of Nursing possesses a simulation and media laboratory containing state-of-the-art equipment designed to enhance student learning. Clinical placements for Accelerated Second Degree students are concentrated largely in the mid-Michigan and southeast Michigan areas. Theory components are offered at either the East Lansing site or the Detroit Medical Center site. All BSN students at Michigan State University may have to travel to their clinical sites in order to meet course requirements. The College of Nursing is not responsible for providing transportation to or from clinical sites.
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

Please see “Level Objectives, Competencies, and Indicators by Curricular concept across the Curriculum” starting on page 7.

MICHIGAN STATE RESIDENCY FOR RN TO BSN STUDENTS

MSU is not authorized to offer online education in certain jurisdictions, and a change in your residency may impact your ability to continue in the program.

Please be aware that students who relocate to another state after admission to an online or hybrid MSU College of Nursing (CON) program will be subject to regulations for distance education of the new resident state. Many states have regulations regarding out-of-state distance education providers, which may include restrictions from online courses with didactic and clinical practicum requirements required for your CON program. In the event that you are considering relocating to another state or completing clinical requirements in agencies outside of Michigan it is imperative that you contact your CON advisor immediately.
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 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 nursing course.
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.
In order to progress from one semester to the next, a grade of 2.0 must be earned in each nursing course within a semester.

SUMMARY:
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:

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.
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. Reapplication 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.
D. Fulfill and update all custom compliance prior to returning

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.

Note for RNBSN Partnership Students:
In the event an RNBSN Partnership Student is dismissed from her/his ADN program and subsequently dismissed from MSU CON, the student may request reinstatement to MSU CON following reinstatement to the ADN program and the successful completion of the course in which s/he “failed” in the ADN program.
ATTENDANCE POLICY

The Michigan State University College of Nursing (CON) draws upon the American Nurses Association’s Foundations of Nursing documents to guide its values and beliefs about undergraduate nursing student attendance in classroom sessions, lab and clinical practicum experiences as follows:

- Scope and Standards of Practice: Students demonstrate accountability by attending classes and clinical experiences.
- Social Policy Statement: Students demonstrate autonomy interpreted as accepting responsibility for attending classes and clinical sessions to ensure learning the provision of quality nursing care.
- Code of Ethics for Nurses: Nursing faculty members have a responsibility to hold students accountable for attendance.

In addition to the ANA documents, research supports a correlation between attendance and academic success.

Attendance Policy: The specific guidelines for attendance in the undergraduate program are as follows:

1. Classroom Attendance. Classroom attendance is expected. A student who is absent from class may not have an opportunity to make-up graded work and may have additional assignments to make-up missed class time. Attendance for on line courses constitutes logging into class and participating in course learning activities as set forth in the course syllabus.

2. Clinical and Lab Experience Attendance. Attendance at clinical practice and lab experiences is required, necessary to achieve learning outcomes, and will be monitored by course faculty. A student who is absent from clinical practice or lab experiences, will need to make-up graded work and may have additional assignments to make-up missed clinical time at the discretion of the faculty member. In addition, a student who comes to the clinical practice setting late or with deficiencies in understanding or knowledge will be removed from the clinical setting for that day and may be asked to complete additional assignments to achieve course objectives.

3. Unavoidable absences due to such events as an illness or family emergency, death in the family or severely ill family member sometimes occur. Students who are unavoidably absent from the classroom session or clinical or lab experiences are expected to notify his/her instructor and preceptor when applicable prior to session or experience so that alternate plans to achieve learning outcomes can be made. In the case of absences due to illnesses or injuries, a health care provider’s statement may be required for the student to return to the clinical setting.

4. Inclement weather rarely causes the university to close. When such an event does occur, classroom sessions or clinical and lab experiences are also cancelled and do not have to be made up.

When weather causes unsafe travel conditions, and the university remains open, clinical may be cancelled by the instructor with consultation from the Undergraduate Programs Director. In such cases, there may be additional assignments or clinical time required of the students.
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, iPad, 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.


Guide to the code of ethics: http://catalog.lib.msu.edu/record=b9046874-S39a
Scope and standards of practice: http://catalog.lib.msu.edu/record=b8270966-S39a
Social policy statement: http://catalog.lib.msu.edu/record=b8270964-S39a
Crede/Roch/Kieszczynka article: http://rer.sagepub.com.proxy2.cl.msu.edu/content/80/2/272.abstract

COMPUTER TECHNOLOGY REQUIREMENTS

REQUIRED INTERNET CONNECTION

High speed Internet connection: DSL or Cable

SYSTEM/BROWSER COMPATIBILITY

<table>
<thead>
<tr>
<th></th>
<th>Minimum Required</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Systems</td>
<td>Windows 7, Windows 8, MAC OS X v10.6</td>
<td>Windows 7, MAC OS X v10.9</td>
</tr>
<tr>
<td>Video</td>
<td>Resolution of 1024 x 600</td>
<td>Resolution of 1024 x 768 or greater</td>
</tr>
<tr>
<td>Internet Speed</td>
<td>Cable modem, DSL</td>
<td>Cable modem, DSL</td>
</tr>
<tr>
<td>Browser</td>
<td>Mozilla FireFox, Internet Explorer, Safari</td>
<td>Mozilla FireFox</td>
</tr>
</tbody>
</table>

*NOTE: Students cannot rely on iPads, Chromebooks, or tablets as their primary computer.

REQUIRED TOOLS

Microsoft Office 2007 or greater 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/.


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)
Anti-Virus/Anti-Spyware for security
Warranty Coverage for devices
USB Flash Drive for transferring data

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

For technical assistance contact the 24/7 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).

Learning Management Systems (Desire2Learn - D2L)

CON courses will utilize a D2L course space. You access online course spaces via the internet. A MSU NetID and password are required to log in. Some common online course space 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 a drop box tool. 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 given electronically; either with ExamSoft software or placed in the online course site for you to complete on your own or in a CON computer lab.

OTHER TECHNOLOGIES

Besides having access to the online course site, 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

MOBILE APPS

Skyscape Medical Resources
An invaluable clinical decision-support tool that helps you find the right answers, right away. Skyscape is available on multiple mobile platforms, including: iOS (iPhone, iPod Touch), Android, and Blackberry. http://www.skyscape.com/Apps/Default.aspx

D2L HELP documents—this source provides detailed instructions for using D2L tools, diagnosing your computer and obtaining plug-ins (link URL: http://help.d2l.msu.edu).

For all questions related to D2L contact the 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.
ELECTRONIC ONLINE TECHNOLOGY POLICY

Use of laptops, iPads, and other online devices: Students will no longer have the option of using laptops, IPADs, tablets, smart phones or other electronic online devices during theory classes unless instructed by the faculty member for a specific assignment. Students are encouraged to refrain from printing out the PPT slides. To facilitate note-taking faculty will number each slide enabling students to readily link slides with written notes.

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://honorscollege.msu.edu/honors-college/sites/default/files/content/h-o_agreement.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/AAForms/AAMenu.asp.

The Student must earn a minimum grade of 3.0 to receive the Honors designation.

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/

OFF-CAMPUS PROCTORED EXAM POLICY

To protect the integrity of exams and to facilitate an optimal test taking environment for students, the following policy applies:

1. Off-campus site proctored exams may be arranged by students who live greater than 100 miles from campus.
2. Off-campus site exams are allowed at designated testing centers only. Designated testing centers are sites at which testing is routinely administered by personnel whose job description includes proctoring tests. All off-campus sites and proctors are subject to CON approval.
3. The site must have computers with a word processing program such as MS Word, capacity to connect to the internet, and a connected printer. There must also be an available fax machine.
4. Students will not be allowed to use their personal computers to write a proctored exam, or personal external drives to save electronic copies of the exam. When use of a computer or external drive is required for an exam, the computer and/or external drive must be the property of the testing site.
5. All electronic copies of exam questions or answers must be deleted from computers and external drives at the conclusion of the exam.
6. All hard copies of exam instructions, questions, answers, and students’ notes must be returned to the test administrator at the conclusion of the exam.
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).

CLIENT CONFIDENTIALITY

The MSU College of Nursing supports and expects CON students maintain the privacy and confidentiality of patients/clients at all times.

All documentation and reports must be consistent with HIPAA regulations. Therefore, it is expected that students will use not use names, initials, or date-of-birth in 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.

Patient information or clinical situations should never be discussed on social
networking sites (Facebook, YouTube, Twitter, etc.). Further, professional contact with clients should be limited to the professional setting. Social networks are not considered professional. See Social Networking Policy on page 40.

Listed below are examples of situations that would violate privacy and confidentiality expectations for MSU nursing students engaged in any clinical course:

- Creating images of patients, clients, or their family members or the medical records of patients or clients, including still shots and video recordings for any purpose.
- Creating audio files with voices of patients, clients, or their family members for any purpose.
- Posting any information related to the care of patients, clients, or their family members in any form of social media, including but not limited to Facebook or Twitter.
- Using the phone, text, or email functions of a personal communication device in patient/client rooms or treatment areas, except for the purpose of retrieving data from Skyscape or Epocrates for use in that patient/client’s care. In order to fall within this exception, the use of the personal communication device must be done in a manner consistent with agency policy and only after advising the patient, client, and their family member what is being done and how it contributes to the care being provided.
- Engaging in personal emailing, texting, phone calls, social media use, or any other personal communication with any current or former patient or their family member.
- Communication (personal or electronic) with other individuals not immediately involved in the care of a patient or client about information gained from documents provided from or about a patient, client, or their family member in the course of providing care. The only exception to this rule is the inclusion of de-identified information in assigned course activities and shared with faculty or other students involved in that specific learning activity.

EXAMS

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. 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.

TARDINESS
If a student is late, he/she will only be allowed the allotted time remaining to complete the exam.

ABSENCES
Students must notify course faculty of any absence prior to the start of the exam

EXCUSED ABSENCE
1. Absence from an exam may be excused for such reasons as a family death, serious family illness, court mandated appearance, and personal illness (requiring HCP documentation).
2. Any absence must have appropriate documentation in order to be excused. Course faculty will make the determination of whether an absence is excused if it meets the above criteria.

UNEXCUSED ABSENCE
No make-up exam will be scheduled. Student will receive a zero grade.

MAKE-UP EXAMS (for excused absences only)
1. Students must contact the faculty member to schedule the make-up examination. The exam must be made-up within 1 week of the original examination date; any extension beyond 1 week is at the discretion of faculty and would only occur in the event of extraordinary circumstances. Faculty will determine the date and time of the make-up exam.
2. Make-up exams may differ from the original exam and include, for example, essay, short answer, matching, and true/false type questions.
ATI POLICY

Effective Fall 2015

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 COMPLETING PRACTICE AND PROCTORED ASSESSMENTS
Pre-licensure undergraduate students will be required to complete the proctored ATI assessment exams that are currently required in NUR 330, NUR 360, NUR 370, NUR 435, NUR 440, NUR 460, and NUR 480 in order to pass each course. In order to have only one ATI Assessment exam per course the Level 4 Pharmacology exam will move from NUR 460 to NUR 470.

If a student successfully passes the course with a 75% or greater in theory and passes the clinical practice component (as applicable) AND achieves a Level II or higher score on the ATI exam, an additional 2% will be added to the student’s final grade in the course.

Since the ATI comprehensive predictor does not utilize level-based scoring, the score required for the 2% extra credit is an individual score of 65% or higher. Students not achieving this score on the comprehensive exam will be required to complete remediation as directed by course faculty.

Student ATI assessment results lower than those outlined in this policy will have no effect on the course grade - no points will be added or subtracted and as long as the student completed the proctored exam they will be credited for meeting this requirement. The only exception is NUR 480 in which students take the Comprehensive Predictor Exam; those not achieving a satisfactory score on the comprehensive exam will have to complete a remediation assignment.
CLINICAL EXPERIENCE POLICIES

CLINICAL PLACEMENTS

Student clinical placements are arranged by the CON clinical placement coordinator in collaboration with CON faculty. Clinical placement assignments are determined by availability of required clinical opportunities for students and a valid affiliation agreement with the hosting agency. Student clinical placement assignments may not be exchanged between students.

There are many external factors that affect the complexity of securing clinical placements (e.g. other nursing programs, medical students, residents, and implementations of electronic documentation systems). Therefore, the clinical placement process is an established framework to facilitate appropriate clinical sites that will meet the course and program objectives as well as ensure the strongest preparation possible for students across the program.

Students identifying extenuating circumstances that could affect their clinical assignment are required to submit a description of their specific circumstance by a specified timeframe prior to the course. Not all requests for assignment considerations can be honored.

Students may not be mentored by a relative/partner or in the clinical unit or department in which the student is currently employed. Other departments or units within the same agency are acceptable.

FEES

Students are responsible for any associated agency/system placement costs, and specific agency compliance requirements that may require additional time prior to entering clinical (e.g., additional background checks, electronic medical record (EHR) training).

TRAVEL REQUIREMENTS

Clinical experiences are provided in a variety of settings throughout the state. Students are responsible to make all travel arrangements necessary to complete the degree requirements. This includes travel arrangements and transportation to and from clinical agencies. Parking provisions vary from agency-to-agency. Students are required to follow agency policies regarding parking.

INVASIVE PROCEDURE GUIDELINES

Students will not perform invasive procedure (i.e. blood draw, injection) on other students for practice.
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, clean, leather upper professional shoes (with white shoelaces when applicable). Cloth type shoes (e.g., “Keds”) are not permissible. The shoes must be closed toe and closed heel, and must meet safety standards required by clinical facility/site guidelines;
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

MOBILE DEVICE POLICY - LAC

The expectations for the handling of mobile devices possessed by learners participating in events at the LAC are as follows:

1. Mobile devices are defined, but not limited to, cellular phones, smartphones, tablets, iPads and personal data assistants (PDAs).
2. It is strongly recommended that learners be informed by faculty, curriculum assistants and/or other college staff to leave mobile devices outside the LAC (e.g. home, vehicle, etc.).
3. Upon arriving at the LAC, learners will be instructed to turn off mobile devices and leave in designated area.
   a. Learners will not be permitted to maintain possession of mobile devices during the event.
   b. If a learner is not in compliance, they will be dismissed from the event and lead faculty and/or contact will be notified immediately.
4. The LAC or respective college will not assume responsibility for loss or damage of any mobile device.
5. Lead faculty shall have the prerogative of allowing mobile devices and will inform the LAC Facilitator/Educator of such during the event planning process.

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.
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
APPLICANT’S CERTIFICATION OF ABILITY TO MEET TECHNICAL STANDARDS

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

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

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 ____________

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 used 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**
(Classroom/Lab/Academic Activity Accidents)

<table>
<thead>
<tr>
<th>TYPE OR PRINT</th>
<th>Accident Date/Time</th>
<th>Course Title/Section #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME &amp; PLACE</td>
<td>Location: MSU building, Room #, (Be Specific)</td>
<td></td>
</tr>
<tr>
<td>DESCRIBE WHAT HAPPENED</td>
<td>Describe What Happened</td>
<td></td>
</tr>
<tr>
<td>INJURED PERSON</td>
<td>Student’s Name</td>
<td>Student Number</td>
</tr>
<tr>
<td></td>
<td>Age:</td>
<td>Gender: Female ☐ Male ☐</td>
</tr>
<tr>
<td></td>
<td>Campus Address</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Home/Parent’s Address</td>
<td>PHONE #</td>
</tr>
<tr>
<td></td>
<td>INJURED</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td></td>
<td>If Yes - Describe the type, severity, and body part(s) involved:</td>
<td></td>
</tr>
<tr>
<td>DESCRIPTION OF INJURY</td>
<td>Medical Care Received</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td></td>
<td>If Yes - Describe:</td>
<td></td>
</tr>
<tr>
<td>WITNESSES</td>
<td>Name</td>
<td>Address</td>
</tr>
</tbody>
</table>

Report Completed by: (Print Name & Title) Date: |
Report Reviewed by: (Print Name & Title) Date: |
Department/College: |
Department Administrator’s Signature: Date: |

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

NAME
☐ MALE
☐ FEMALE

PID ____________________________
-or-
ZPED ____________________________

ADDRESS

DOB

MONTH   DAY   YEAR

PHONE

w: ( )
h: ( )

EMAIL

COLLEGE/DEPARTMENT/PROGRAM

CLINICAL ROTATION SITE

EXPOSURE DATE

EXPOSURE TIME

FACILITY & CITY OF EXPOSURE

month    day    year   _______ A.M. or P.M.

CLINICAL CONTACT/
SITE SUPERVISOR ______________________________ PHONE ____________

TYPE OF EXPOSURE

MUCOUS MEMBRANE

PERCUTANEOUS

REPRODUCTIVE

SKIN

DURATION OF EXPOSURE _______ Seconds / Minutes / Hours

EXTENT / DEPTH OF EXPOSURE _______

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

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________________________________________________

(CGO TO PAGE 2 TO COMPLETE FORM)

EXPOSURE REPORT
Page 2

MSU College of Nursing, Bachelor of Science in Nursing 2015-2016 Student Handbook   Version 2016  63
### 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

**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:**

( print ) ( signature )  

**Date:**

---

**Preparer's Signature:**

( print ) ( signature )  

**Date:**

---

**College / Dept / Program Administrator:**

( print ) ( signature )  

**Date:**

---

**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.
### MSU College of Nursing

#### 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>
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</table>

<table>
<thead>
<tr>
<th>Location (Name/Address of Hospital/Clinic)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Specific Department/Area Within Location</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date and Time Occurrence</th>
<th>Month</th>
<th>Date</th>
<th>Year</th>
<th>Time</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Student</th>
<th>Last Name</th>
<th>First Name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Program (Check one)</th>
<th>Undergraduate</th>
<th>Masters</th>
<th>PhD</th>
<th>Continuing Ed</th>
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</table>

<table>
<thead>
<tr>
<th>Brief Factual Narrative/Description of Occurrence:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Action/Steps Taken After Occurrence:</td>
<td></td>
</tr>
</tbody>
</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>Person 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>
</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.
HEALTH AND IMMUNIZATION POLICY

In order to help you protect yourselves and to protect, as much as possible, the patients you will be serving, students are required to provide documentation of vaccinations or immunity to various infectious agents. College of Nursing students are required to supply some health maintenance information prior to enrollment in the program and keep health maintenance records current until graduation from Michigan State University, College of Nursing.

COMPLIANCE

The following requirements and procedures apply to current students and those admitted to start Fall 2015. New requirements from the University Physician for January 2016 are pending.

All College of Nursing 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 according to the chart on the next page.

Student compliance is monitored and maintained in a joint effort between the Office of the University Physician and the College of Nursing Office of Student Support Services. All medical documentation related to immunizations must be submitted directly to the University Physician. All remaining documentation is submitted to the CON OSSS. Multiple systems are used to collect and maintain compliance information: Certified Background, ACE MAPP, and the University Physician Veterinary and Healthcare Professional Student Immunization Site.

Compliance information and pertinent links can be found on the College of Nursing webpage for “Current Students” http://www.nursing.msu.edu/Students/Who%20are%20you/Current%20Student.htm
Contact Information:
HCP Student Immunizations, Office of the University Physician, Olin Health Center, 463 East Circle Drive, Room 346, East Lansing, MI 48824-1037

Office of Student Support Services, College of Nursing, Bott Building for Nursing Education and Research, 1355 Bogue Street, Room C120, East Lansing, MI 48824
517-353-4827; fax: 517-432-8251

<table>
<thead>
<tr>
<th></th>
<th>TBSN</th>
<th>AO</th>
<th>RN to BSN</th>
<th>NP &amp; PM</th>
<th>CNS &amp; PM</th>
<th>NA</th>
<th>PhD</th>
<th>DNP</th>
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<td>x</td>
<td>x</td>
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<td>Seasonal Influenza Immunization</td>
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<td>x</td>
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* Depends on clinical placement site

**IMMUNIZATIONS**
Required: Annually - TB (Tuberculosis) Screen/Test
Required: When approaching expiration - Hepatitis B, TDAP (Tetanus/Diptheria/Pertussis), MMR (Measles/Mumps/Rubella), Varicella (Chicken Pox)

Students must submit their completed Student Immunization Record attaching copies of immunization documentation and other records as requested.

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

Submit the completed Form with supporting documentation to the Office of the University Physician.

Questions about immunization requirements or individual status of immunization 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 a student must submit documentation to the University Physicians Office for review. Students should be aware that medical institutions (hospitals and medical clinics) retain the right to deny patient contact with students who have refused immunization.

SEASONAL INFLUENZA IMMUNIZATION
Required: Annually

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.

HIPAA (Health Insurance Portability and Accountability Act)

HIPAA 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. HIPAA training may also be required at each healthcare system.

The Office of Student Support Services will update the student’s Compliance record as evidence that the training has been completed.

TBSN and AO students will complete HIPAA training through ACE-MAPP®. The Office of Student Support Services will retrieve training records electronically and submit them to the University Physicians database.
All other College of Nursing Students will complete this training by viewing the online HIPAA Training PowerPoint. Submit the confirmation of completion form to the Office of Student Support Services.

* ACE-MAPP (ACE Matching and Placement Program): 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. Specific ACE-MAPP system information will be provided to students at orientation.

**BBP (Blood Borne Pathogen Training)**
Required: Annually

TBSN and AO students will complete HIPAA training through ACE-Mapp*. All other College of Nursing Students will complete the EHS Bloodborne Pathogen Awareness Training online through Environmental, Health, and Safety (http://www.oeos.msu.edu/TRAIN/BPA/). The Office of Student Support Services will retrieve training records and submit them to the University Physicians database. Students are recommended to print and retain any confirmation pages provided by the training module for their own records.

GRMEP (Grand Rapids Medical Education Partners)
NP students with placement through the GRMEP system in Grand Rapids will have additional compliance requirements and fees. Notification on requirements will take place on an individual basis when assignment is made to these sites.

* ACE-MAPP (ACE Matching and Placement Program): 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. Specific ACE-MAPP system information will be provided to students at orientation.

**BLS (Basic Life Support for Healthcare Providers)**
BLS training for healthcare workers is required upon entry in the students’ College of Nursing program and renewed prior to expiration (Certifications can be for either 1 or 2 years). Certification at the “lay” rescurer level is not sufficient; BLS must be either HealthCare Provider or Professional Rescuer. Information about training sessions on campus are provided in new student information, at orientation, and as they become available.

Training sites include American Red Cross, American Heart Association, or the Learning and Assessment Center at Michigan State University.

Students must present the BLS card with expiration date to the CON OSSS when BLS is renewed, so the documentation can be entered in the student’s Compliance record. If you expire, agencies will require you to complete the entire course not just the renewal course.

**ACLS/PALS**
Advanced Cardiovascular Life Support (ACLS) and Pediatric Advanced Life Support (PALS) from the American Heart Association (preferred) or American Red Cross must be completed prior to the start of the Nurse Anesthesia Program and maintained throughout the duration of the program.
Students must present documentation with expiration date to the CON OSSS when ACLS/PALS is renewed, so the documentation can be entered in the student’s Compliance record.

Personal Medical/Health Insurance
Documentation of current Personal Medical/Health Insurance is submitted to the CON Office of Student Support Services annually or if insurance changes. This information will be entered into the student’s Immunization and Compliance record (University Physician Veterinary and Healthcare Professional Student Immunization Site).

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

**RN License**
Documentation of a current, unrestricted State Registered Nursing License is submitted annually (in March if a Michigan license) to the CON Office of Student Support Services by those students enrolled in the RN-BSN or any graduate clinical program. Student in the Nurse Anesthesia Program must have a Michigan RN License.

**APRN Certification & Licensure**
DNP students must submit documentation of a current, unrestricted (1) license as an advanced practice registered nurse and (2) national certification in their specialty to the CON Office of Student Support Services.

**Criminal Background Check, Drug Screening, and Fingerprinting**

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.

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).

The College of Nursing uses a 10 Panel Test drug screen (amphetamines, opiates, tetrahydrocannabinol (THC), Phencyclidine (PCP), cocaine, benzodiazepines, barbiturates, methaqualone, propoxyphene, and methadone.
* Fingerprinting is required for TBSN and AO Programs only.

**ACE MAPP**
MSU College of Nursing utilizes the ACE-MAPP (ACE Matching and Placement Program) System, which is a compliance database and an online learning system that members (nursing schools and healthcare agencies) utilize to process clinical placement requirements for students.

Enrollment in the ACE-MAPP System is an annual requirement for TBSN and AO students prior to their nursing experience in a clinical setting. The annual cost for a student is $50. More information about this system is provided at Traditional BSN and AO Orientations and online.

On occasion, MSN students may be required to use this system depending on the student’s clinical placement site.

**Michigan Department of Human Services (DHS) Central Registry Clearance**
Michigan’s Central Registry is a list of people who committed child abuse or neglect; as mandated by The Child Protection Law.

TBSN and AO students are expected to complete the “Central Registry Clearance Request” form and submit it and a copy of their driver’s license to CON OSSS.

**PROVIDING EVIDENCE OF COMPLIANCE**

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.

TBSN and AO
This evidence must be presented to the clinical faculty at course orientation or as directed by the course coordinator. If fully-compliant documentation is not submitted, the student will not be allowed in the clinical unit.

NA, NP, PhD, and DNP
This evidence must be presented to the faculty member at the first on campus course in the semester in which they are admitted. Enrollment is contingent upon successful completion of these requirements.

RN to BSN and CNS
This evidence may be submitted electronically via fax (517-353-9553) or scan to the faculty member during the first week of courses in the semester in which they are admitted. Enrollment is contingent upon successful completion of these requirements.

** Compliance requirements for traditional, accelerated option, and RN-BSN students who are not in the LCC, Macomb, and Muskegon partnership is required at orientation to the nursing program. Students in the LCC, Macomb, and Muskegon Partnership will have compliance monitored in their ADN program until they complete their ADN at which time they will need to maintain MSU College of Nursing compliance requirements.
CLINICAL COURSE COMPLIANCE REQUIREMENTS

All Michigan State University College of Nursing (CON) Undergraduate Nursing Students are required to be in compliance with all health/immunization requirements, criminal background checks, BLS certification, blood borne pathogen training, HIPAA training, and any other agency specific requirement while in the nursing program (Refer to BSN Handbook for detailed policy and procedures).

Students will be considered out of compliance if a designated immunization or other item required to be submitted to the University Physician’s Office, Office of Student Support Services, ACEMAPP, or other agency is not updated by the designated deadline.

Students enrolled in clinical nursing courses who are out of compliance will receive a 1% reduction to the overall course grade which will be applied at the end of the semester for each item out of compliance during the course. If an item is not brought into compliance within 1 week an additional 1% reduction will be taken for each week the student is out of compliance.

Additionally, students enrolled in clinical courses who are identified as out of compliance will not be permitted to attend clinical until documentation has been submitted to the correct compliance monitoring office. Clinical absences that result from out of compliance status may affect the ability of the student to successfully meet clinical course objectives, which may result in course failure.

Approved: Course Coordinators, 2014

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.
IMPAIRED STUDENT NURSE POLICY

I. POLICY
The purpose of this policy is to confirm that possessing or being under the influence of alcohol or illegal substances while engaged in clinical activities is strictly prohibited. This policy also provides guidance for accessing resources to provide assistance with substance use problems.

II. FOUNDATIONAL DOCUMENTS
• Michigan State University Policy approved by the MSU board of Trustees 1990 retrieved from Spartan Life May 20, 2014
• Substance Abuse Statement of the American Association of Colleges of Nursing 1998 retrieved from the website on May 20, 2014

III. DEFINITIONS
A. “Alcohol” means: beer, wine, and all forms of distilled liquor containing ethyl alcohol.
B. “Clinical Activities” shall refer to those duties or activities required of Michigan State University (MSU) College of Nursing (CON) students, whether on the campus of Michigan State University or at an outside clinical agency, which involve direct patient care or interaction with a patient, clinical staff, or research subject for purposes of health care, or a CON academic program.
C. “Drug” means any substance that has known mind or function-altering effects on a human subject (i.e. psychoactive substances), including, but not limited to, substances controlled by State or Federal laws.
D. “Drug Paraphernalia” means all equipment, products, and materials of any kind, which are used for injecting, ingesting, inhaling, or otherwise, introducing a drug into the human body. This includes, but is not limited to, all equipment, products, and materials prohibited or controlled by State or Federal laws, and this excludes equipment being used to complete assigned clinical activities.
E. “Student” is an undergraduate or graduate student enrolled in the CON.
F. “Supervisor” is the person assigned to oversee a student while engaged in performance of a clinical program and/or while engaged in clinical activities. This person may be a professor/instructor in the CON, or an employee of the facility at which a clinical experience takes place acting as the clinical preceptor/mentor.

IV. DRUG AND ALCOHOL POSSESSION AND USE
A. Prohibitions. Except as provided in paragraph B below:
   1. No student engaged in clinical activities shall possess, use, consume, transport, promote, or sell alcohol, drugs, or drug paraphernalia at a clinical site or while engaged in clinical activities.
   2. No student may report to a clinical site or engage in clinical activ-
ities while under the influence of or impaired by alcohol or drugs, to any degree. This is a zero tolerance policy.

3. This policy is not directly applicable to students who are in the traditional classroom/lecture situation; however, all students of the University are subject to the MSU Drug and Alcohol Policy.

B. Exceptions. The following circumstances constitute exceptions to this policy:

1. Prescribed and over-the-counter drugs. The use or possession of prescribed or over-the-counter drugs and/or drug paraphernalia is not prohibited by this policy, if legally obtained, used for the purpose for which it was prescribed or manufactured, and if taken at the prescribed or authorized dosage; provided that use of the drug and/or drug paraphernalia does not interfere with the safe and efficient performance of the student’s clinical activities.

2. Distribution of legally ordered medications as a part of a clinical practice experience.

C. Students who participate in clinical activities at outside facilities may also be subject to the rules and regulations of the host facility. This may include drug and/or alcohol testing pursuant to host facility policies.

V. DRUG AND ALCOHOL TESTING PROCEDURES

A. In order to assure compliance with the policy and as a condition of continuing to participate in clinical activities, students are required to cooperate with the procedures outlined herein, including drug and alcohol testing. Failure to cooperate with the procedures may result in termination of a student’s clinical activities, which will carry with it serious consequences for the student’s ability to complete the required objectives of his or her course of study in the CON.

B. A student may be required to complete drug and/or alcohol testing if there is a finding of reasonable suspicion that the student has used drugs or alcohol while engaged in clinical activities. Reasonable suspicion shall be determined by the supervisor, based upon various factors, including but not limited to observation of signs or symptoms commonly associated with intoxication, such as: impaired mental ability, inability to maintain balance, odor of alcohol, boisterous or slurred speech, drowsiness, dilated pupils, staggering, awkward movements or erratic behavior. In making a determination of reasonable suspicion, the supervisor may take into account observations of lay persons, other staff, or faculty of the CON and/or agency health care professionals.

C. When finding of reasonable suspicion is made, the following steps will be implemented by the CON:

1. The supervisor shall instruct the student to leave the clinical area and will address the student in private to discuss the behavior(s) observed. The supervisor will specifically inquire about whether the student has used drugs or alcohol and if so, the details of such use. The supervisor shall consult with the Associate Dean of Academic and Clinical Affairs (ADACA), and shall make a determination as to whether to refer the student for drug and alcohol testing.

2. If the supervisor and/or ADACA decide to send the student for testing, the student shall be notified that he or she will be tested for the presence of drugs and/or alcohol. The CON will incur costs...
associated with the initial testing. A student who refuses to undergo testing shall be presumed to have violated this policy.

3. Transportation to and from the location for testing will be arranged and paid for by the CON. The student will be accompanied by a CON representative at all times to the testing site.

4. Tests shall be conducted pursuant to the testing protocols of the clinical agency or the Office of the University Physician and shall include collection of a urine sample. Samples shall be collected by the clinical agency or the designated screening clinic of the Office of the University Physician. Test results will be interpreted by the University Physician, who shall verify documentation of appropriate chain of custody and shall make the determination of whether a test is positive for the presence of drugs or alcohol. A negative result on a test will not necessitate further testing and no further action shall be taken against the student. In the case of a positive test, the student shall be contacted by the University Physician, who shall determine whether there is any legitimate explanation for the positive test. If no legitimate explanation can be verified by the University Physician, he or she shall advise the ADACA of the CON of the testing results.

5. After testing is complete, the student will be counseled against driving. If the student is unable or unwilling to call a family member or friend to provide transportation home, transportation will be arranged and paid for by the CON.

6. The supervisor will prepare a written report documenting the observed student behaviors on a college student occurrence form and submit same to the ADACA.

7. The University will make reasonable efforts to maintain confidentiality in the administrative handling of matters relating to student drug and alcohol testing.

D. A student who has been sent for a drug and alcohol test shall be suspended from participation in clinical activities until the results are returned. Test results shall be provided by the University Physician to the ADACA. If the results are negative and the student also meets the technical standards for participation in clinical activity, the student shall be permitted to resume his or her regular clinical activities immediately with make-up time scheduled as needed to achieve course outcomes. If the test results are positive for the presence of drugs or alcohol, or if the student refuses to submit to testing, the following steps shall be followed.

1. A meeting will be held, within a reasonable period of time, with the student, the course faculty involved, and the program director to discuss the incident, allow all parties to provide any relevant information, and to discuss sanctions and/or academic consequences related to the alleged violation. Sanctions may include suspension from all clinical programs, a failing grade for a given course, or dismissal from the CON.

2. If the CON does not initiate dismissal proceedings, the student will be required to attend a substance abuse evaluation at the MSU Counseling Center or with a certified or licensed professional
capable of providing this service. The student will sign a consent form to allow release of the evaluation results to be provided to the ADACA. The student shall be required to follow any treatment plan which may be recommended as a result of the substance abuse evaluation. Refusal to undergo substance abuse evaluation or failure to comply with any recommended treatment will result in the student’s dismissal from the CON. Following successful completion of any such treatment plan and/or upon certification by an appropriate substance abuse counselor that the student is fit to return to clinical activities, the student shall be permitted to resume full participation in the CON curriculum.

3. Any student who holds an RN license and who has a positive drug screen confirmed must contact the Michigan Health Professional Recovery Program as part of the evaluation process. If the student is diagnosed with abuse of or dependence on a substance, the student must comply with a monitoring program. If a student who is a licensed nurse fails to participate in a MHPR program, the CON will notify the Board of Nursing.

4. The College of Nursing will file a complaint with the student judicial process when a positive drug test result is received. The CON will be notified of the outcome of this process.

VI. APPEALS
A. Students disciplined as a result of this policy may use the student appeal process as outlined in the MSU College of Nursing Handbook and the MSU Student Rights and Responsibilities or Graduate Students Rights and Responsibilities document, as appropriate.

VII. REINSTATEMENT TO CLINICAL PROGRAM/ACTIVITIES
A. In order to apply for reinstatement to clinical activities after a suspension, a student must provide to the CON the findings, reports, and/or recommendations of any drug and alcohol counselors or health care providers related to the student’s violation of this policy and subsequent treatment. Relevant student judicial findings and sanctions must also be provided to the college.

B. A student who has been removed from a clinical program for a violation of this policy shall be permitted to return to the clinical program upon fulfillment of the following conditions:
   1. Expiration of any academic suspension or disciplinary suspension.
   2. Written documentation of successful completion of all recommended drug and alcohol services and compliance with any sanctions or requirements issued pursuant to the student judicial process.
   3. Agreement to voluntarily participate in random drug or alcohol screening for a designated period of time, the cost of which must be paid by the student.

C. A student’s return to any clinical experience will be contingent upon acceptance by the clinical partner/agency.

VIII. ASSISTANCE TO STUDENTS WITH DRUG OR ALCOHOL PROBLEMS
A. Students with drug or alcohol problems, whether or not engaged in clinical activities, are encouraged to voluntarily seek assistance through
the MSU Counseling Center. Professors, instructors, and advisors in the CON will assist students with referrals, as requested.

B. Any student in the College of Nursing who is convicted of a drug or alcohol related offense including Minor in Possession and DUI will report this occurrence to the ADACA within 7 days.

NOTE: Any situation that may arise that does not fall within the policy guidelines will be addressed on a case by case basis, in consultation with the College of Nursing, Office of the University Physician, Office of the Vice President for Student Affairs and Services, and University Risk Management.
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 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.

Student Services Building Room 207; 517-355-8270
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 (517-353-4827).

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.
GRIEF ABSENCE POLICY

The faculty and staff should be sensitive to and accommodate the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy so that the student is not academically disadvantaged in his/her classes.

It is the responsibility of the student to: a) notify the Associate Dean of his/her college of the need for a grief absence prior to leaving campus, b) provide appropriate verification of the grief absence as specified by the Associate Dean, and c) complete all missed work as determined by the instructor.

It is the responsibility of the Associate Dean or designee to: a) determine with the student the expected period of absence - it is expected that some bereavement processes may be more extensive than others depending on individual circumstances, b) notify the faculty that the student will be absent, and c) receive verification of the authenticity of a grief absence request upon the student’s return.

It is the responsibility of the instructor to work with the student to: a) make reasonable accommodations and b) to include appropriate language describing such accommodations in their course syllabus, so that the student is not penalized due to a verified grief absence.

Students who believe their rights under this policy have been violated should contact the University Ombudsperson.
CEREMONIES, HONORS, AND AWARDS

COMMENCEMENT & CONVOCATION

“Commencement” and “Convocation” refers to the formal ceremonies during which graduating students are recognized.

Three ceremonies are held each year.

SPRING (MAY): Students who have completed degree requirements by the end of the Spring semester are honored at two events, the University Convocation and the College of Nursing Commencement and Pinning Ceremony held in early May.

SUMMER (AUGUST): Students who have completed degree requirements by the end of Summer semester are honored at the College of Nursing Convocation and Pinning Ceremony held in early August.

FALL (DECEMBER): Students who have completed degree requirements by the end of the Fall semester are honored at two events, the University Convocation and the College of Nursing Commencement and Pinning Ceremony held in mid-December.

Nursing Pins are purchased through Terryberry. The order form is available on the Terryberry Website: https://msu.terryberry.net

HONORS

To confirm grade point averages for the semester in which you graduate and how graduation honors are calculated, please see http://www.reg.msu.edu/ROInfo/GradHonor/GraduationHonors.asp.

For students who are graduating With Honor or With High Honor, the Office of Student Support Services will contact you a few weeks prior to commencement ceremonies to invite you to pick up a gold honor cord.

AWARDS

The College of Nursing recognizes student award recipient’s at each graduation ceremony. A Outstanding Student award recipient and Spirit award recipient is nominated from each program track by their peers and then, candidates will be reviewed based on scholarship, clinical practice and leadership by the Outstanding Nursing Award Committee. The awardee will receive notification and recognition at the College of Nursing Pinning Ceremony or designated event.
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 thecircle.nursingsociety.org/AlphaPsiChapter/Home/.

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.
APPENDIX

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 not be accepted. (See AFR 7.III.B.)

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 (UAIHB), 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 statement.

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 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