



**MONTANA STATE UNIVERSITY
NORTHERN**

Nursing

RN-BSN Completion Program

Nursing Student Handbook

2024-2025

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Welcome to MSU-Northern Department of Nursing RN-BSN Completion Program!

I congratulate you on your decision to pursue a BSN. Both the study and practice of nursing are rigorous, but rewarding, endeavors. The Faculty, Staff and Administration of MSU-Northern Department of Nursing want you to have the best possible education. Our overall departmental goal is to graduate students prepared to assume professional nursing leadership roles. All of us in the Department of Nursing look forward to assisting you with your lifelong learning in the nursing profession. We want the RN-BSN completion program experience to be interesting, exciting, and educational.

The MSU-Northern Course Catalog serves as the primary student guideline. Please refer to the *MSU-Northern Course Catalog* and the *MSU-Northern Student Handbook* for general university information. This *RN-BSN Nursing Student Handbook* outlines the information specific to the Department of Nursing. The material in this handbook presents the RN-BSN program of study current requirements and policies. The RN-BSN handbook provides information to assist students to learn about the curriculum, understand their responsibilities as students, and comply with policies and procedures. Each student is responsible to know, understand, and follow the information in this publication. Please review the handbook and retain it for future use. If questions concerning course requirements should arise, individual course syllabi supersede the information presented in this handbook.

As a general rule, changes in policies and procedures become effective at the start of the fall semester. Therefore, new and returning students are to attest that they have received a copy, read, and understand the information in the RN-BSN Handbook. Any changes in policies and/or procedures made during the academic year will be distributed to students in writing and will be published on the Nursing web site.

Please contact the Department Nursing office if questions or concerns arise. The nursing faculty and staff are here to facilitate a positive learning experience

Thank you for selecting our program to further your education.

We are committed to your educational success,

MSU-Northern Department of Nursing Faculty and Staff

Each portion of this handbook references a more formal policy within the Department of Nursing. We follow policies of MSU-Northern and, where necessary, we have Department of Nursing policies to address those needs specific to our nursing program. For additional questions, please contact the Department of Nursing.

APPROVAL/ACCREDITATION

Montana State University-Northern is fully accredited by:

Northwest Commission on Colleges and Universities
8060 165th Avenue NE, STE 100
Redmond, WA 98052
Phone: 425-558-4224
www.nwccu.org

The RN-BSN Completion Program follows the Rules and Statutes of the Montana State Board of Nursing.

The Bachelor of Science Degree in Nursing (RN-BSN Completion) program
at Montana State University – Northern located in Havre, Montana
is accredited by:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, Georgia 30326
Phone 404-975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the
Bachelor of Science Degree in Nursing program is Continuing Accreditation.

View the public information disclosed by the ACEN regarding this program at

<http://www.acenursing.com/accreditedprograms/programsearch.htm>

MSU-NORTHERN'S MISSION STATEMENT

MSU Northern provides higher education to students for professional and technical careers through an institution dedicated to teaching and the pursuit of knowledge (*approved by the Board of Regents on Nov. 17, 2023*). <https://www.msun.edu/aboutmsun/mission.aspx>

MSU-NORTHERN'S VISION STATEMENT

MSU-Northern will be known for its supportive, student-centered environment in which a unique mix of academic programs are responsive to local, regional, and state workforce needs, offered in an atmosphere that promotes student success (*as selected by the campus community on April 16, 2012*).

<https://www.msun.edu/aboutmsun/mission.aspx>

MSU-NORTHERN'S CORE VALUES

These institutional values guide and direct faculty, staff, students and administration as we work together to meet our MSU-Northern mission, realize our vision and achieve our goals.

Access, Equity, & Inclusion

We strive to be a Northern community who embraces difference and learns from one another.

We seek first to understand and appreciate diversity, cultivating an intellectual and physical home for all. We champion meaningful relationships that create environments in which each of us can thrive. We lead through honesty, transparency, inclusivity and trust.

Excellence

We endeavor to improve, grow, and realize individual and shared potential.

We recognize that learning is personal and connected, conceptual and practical, independent and integrated; learning occurs at all times and in all places. We recognize that institutional excellence thrives through innovative and effective teaching pedagogies, engaged learners, and a clear desire to collaborate.

Life-Long Learning

We cultivate a belief that learning is a life-long endeavor.

We are committed to developing and delivering transformative learning experiences that will change lives. We challenge ourselves to become critical and creative thinkers who engage intellectual curiosity and welcome differing perspectives to solve complex problems.

Authenticity

We construct real bonds that empower ourselves and others to be who we are.

We communicate openly and build relational foundations through trust, transparency and openness. We embrace our charge to serve Montana and to provide quality, individualized education for all.

Collaboration

We form intentional partnerships that deepen learning and engagement within and beyond the campus community.

We work together and learn from one another. We create shared learning experiences by engaging the student perspective as we listen to and leverage internal and industry expertise. We seek to balance local impact within a global perspective.

Stewardship

We commit to actions that conserve present needs and that safeguard the needs of the future.

We do this through intentional consideration of economic, societal, physical, human, and environmental factors. (as selected by the campus community on October 22, 2020) <https://www.msun.edu/aboutmsun/mission.aspx>

DEPARTMENT OF NURSING MISSION STATEMENT

<p>Department of Nursing Mission Statement (March 2014)</p>	<p>The mission for the Department of Nursing is to provide professional nursing education for a diverse student population by promoting student-centered and culturally enriched environments which foster students' success utilizing healthcare partnerships which expand learning experiences across North Central Montana and beyond.</p>
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RN-BSN COMPLETION PROGRAM MISSION STATEMENT

<p>RN-BSN Completion Program Mission Statement (March 27, 2017)</p>	<p>MSU-Northern RN-BSN Completion program assists the RN to build on prior experiences, knowledge and skills in order to grow personally and professionally into a leadership role. The RN-BSN Completion Program addresses complex healthcare issues in a diverse and evolving world of healthcare.</p>
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DEPARTMENT OF NURSING PHILOSOPHY

MSU-Northern Department of Nursing believes that all levels of professional nursing utilize the following QSEN concepts:

- **Patient-Centered Care**
- **Teamwork and Collaboration**
- **Evidence Based Practice**
- **Quality Improvement**
- **Safety**
- **Informatics**

DEPARTMENT OF NURSING ORGANIZING CONCEPTUAL FRAMEWORK

The Department of Nursing's mission as well as the mission, vision statement, and core themes of MSU-Northern guide the development of the RN-BSN program outcomes, course outcomes, and student learning outcomes. Concepts related to QSEN <https://qsen.org/competencies/> are a guide for selection of content and meaningful student learning experiences for our curriculum. (Revised 2022)

DEFINITION OF QSEN CONCEPTS GOVERNING THE RN-BSN COMPLETION PROGRAM

Patient-Centered Care:

Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

Teamwork and Collaboration:

Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

Evidence Based Practice:

Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Quality Improvement:

Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

Safety:

Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

Informatics:

Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.
https://qsen.org/competencies/graduate-ksas/#patient-centered_care

RN-BSN COMPLETION PROGRAM OUTCOMES

The student's achievement for the program is to meet or exceed the following outcomes:

1. 50% of students entering the RN to BSN Program will complete the program on time within 5 semesters. Students will still have up to 5 years to complete the program if not completed on time.
2. At least eighty percent (80%) of RN-BSN graduates will obtain raises or different positions in nursing within 12 months of graduation.

RN-BSN COMPLETION PROGRAM STUDENT LEARNING OUTCOMES

At the end of the RN-BSN Completion Program, the nursing graduate will:

1. Provide leadership in coordinating patient-centered care, which respects patient values, preferences and needs.
2. Demonstrate collaborative leadership with patients and inter-professional teams, to foster mutual respect, open communication, and shared decision-making.
3. Integrate evidence-based practices with clinical expertise for delivery of optimal health care.
4. Analyze and evaluate patient and health care data to support quality improvement within health care systems.
5. Analyze health care systems and processes to identify actual and potential risks base on national safety initiatives.
6. Analyze the use of technology to communicate, inform, and support decision-making while managing patient-centered care. (Revised October 3, 2016)

PROGRAM OPTIONS

MSU-Northern options:

MSU-Northern offers two options within the Department of Nursing: pre-licensure → ASN Program and a post-licensure → RN-BSN Completion Program. Both the ASN Program and the RN-BSN Completion Programs follow the Montana State-wide Nursing Curriculums.

Mode of Delivery:

The MSU-Northern and the Department of Nursing educational process utilizes alternative methods of delivery: Face-to-Face/Enhanced and Internet or Online. Brightspace Learning Management System is the distance technology used by MSU-Northern and the Department of Nursing.

Montana Board of Regents of Higher Education definitions:

Distance Education is defined as planned learning that normally occurs in a different place from teaching, requiring specialized course design, instructional techniques, communication through various technologies, and special organizational and administrative arrangements. Both synchronous and asynchronous learning are included in this definition.

Face-to-Face/Enhanced delivery is characterized when instruction occurs in a traditional classroom with face-to-face interaction between the instructor and students, at any local campus or remote site, and includes utilization of technology to enhance the class without reducing student seat-time.

Blended learning is designed specifically to be delivered partially online in an asynchronous format and partially through face-to-face (F2F) interaction, typically in the classroom. Both online and F2F interactions are required for the course. This delivery is characterized by the expectation of reduced F2F class meeting time when compared to the equivalent credit classroom course

Internet or Online delivery implies that 100% of the course section is offered completely online asynchronously, with no face-to-face interaction between instructor and students.

Note: Learning to find information online and learning to use the tools in Brightspace virtual classroom will be the student's first challenge as a new online student. Information is available at <https://www.msun.edu/distance/online.html>

Delivery of Nursing Courses:

100 percent (%) of RN-BSN Completion Courses utilize an Internet or Online alternative method of course delivery.

Fees for Distance Learning Courses:

<http://www.msun.edu/busserv/feedesc-dist.aspx>

Graduation and General Education Requirements

MSU-Northern Department of Nursing adheres to the graduation and general education requirements of MSU-Northern as identified @ <http://catalog.msun.edu/graduation-general-education-requirements/>

Transfer of Credits

Transfer students should read these policies carefully, so they are comfortable with the process of transcript evaluation and understand its steps.

1. The Registrar's Office will begin the evaluation of transfer credits when the transfer student has been admitted to the University as a degree-seeking student.
2. Transfer students must submit official transcripts from every post-secondary school they have attended before they may be admitted.
3. The Registrar determines the acceptability of course work from other post-secondary institutions, using these rules. The Registrar also determines the acceptability of transfer credit to meet general education requirements. Faculty in the respective majors and minors determine whether transfer credit will meet specific program-area degree requirements.

Acceptability of Credits

1. The University accepts all college and/or university level courses from institutions accredited by regional association of schools and colleges. This does not include remedial or developmental courses.
2. If an institution was not accredited at the time the transfer student enrolled there, but accreditation has subsequently been granted by a regional association, the student may petition to have the credits accepted.
3. If the institution was a candidate for accreditation at the time the transfer student took classes, credit will be granted after successful completion of 20 semester credits at Northern.
4. Credit will be granted for college-level continuing education, correspondence and extension courses successfully completed at regionally accredited institutions.
5. International coursework must be evaluated by a professional foreign transcript-evaluating agent, designated by the Office of Admissions, or by other means approved by university policy.
6. Credit may be granted for military service and for completed military service schools based on the recommendations of "A Guide to the Evaluation of Educational Experiences in the Armed Forces." See the Registrar for details.
7. Credit may be granted for education received from non-collegiate institutions on the basis of recommendations published by the American Council on Education.

Evaluation of Degree Requirements

1. The Registrar determines the acceptability of transfer credits toward general education requirements at the University. Academic Colleges may also be consulted.
2. The academic College that awards the student's degree will determine applicability of transfer courses to specific program-area degree requirements.
3. Secondary education majors may work with two different academic Colleges. The Department of Education will determine how transfer of credits fit into the education core. The major and minor academic Colleges will determine how transfer credits fit into major or minor curricula.

4. Articulation agreements may have been negotiated between Northern and the transfer student's institution. Those agreements will determine the use of credits in a student's degree program.
5. Transfer students are encouraged to assist academic College faculty in evaluating previous coursework. Catalog descriptions, course syllabi and classroom work can all be used to document the content and rigor of transfer credits.
6. Courses with grades of less than C- will not be applicable to general education, major or minor requirements.

Transfer Grades

Transfer credit will be given for courses in which satisfactory grades were received. A satisfactory grade for transfer purposes is defined as A, A-, B+, B, B-, C+, C, C-, D+, D, D- or S. Transfer Grade-point

1. The transfer grade point average will be used to determine eligibility for acceptance at Montana State University-Northern. Coursework from all higher education institutions will be used to calculate that grade point average.
2. Transfer grade point averages will not be computed for students whose 1st term of attendance at Northern is Fall 1989 or after. Student course work completed at the College of Technology in Great Falls will be treated as resident course work and included in MSU-Northern's grade point average.
3. University honors may be based on the combined grade point average for all higher education work completed.

Credits Granted for Prior Learning:

Submission of all Official Transcripts from colleges/universities attended are required to be on file in the MSU-Northern Admissions Office. Transcripts will be evaluated to determine credit allotment and articulation. No required course, including basic skill courses, will be waived simply on the basis that the applicant has a prior college degree.

- A. Obsolete Course Content - In evaluating coursework from postsecondary institutions, Montana State University – Northern will:
 - Guarantee that any postsecondary course work taken within five (5) years of being admitted or re-admitted to the campus will be included in the transfer analysis of specific required classes in a major, minor, option or certificate.
 - Guarantee that any postsecondary course work taken within fifteen (15) years of being admitted or re-admitted to the campus will be included in the transfer analysis of general education core and elective course work.
 - Course work that falls outside these guarantee periods may be included in the evaluation, at the discretion of the University. This is a discretionary decision and cannot be challenged by students.
- B. For students desiring to transfer into the RN-BSN Completion Program from another School of Nursing, placement in the program is determined on an individual basis through transcript and/or course evaluations.

NURSING PROGRAM PROCESS

(Advising, Application, Admission, Progression, Graduation)

MSU-Northern Academic Advising

Please review the following about academic advising at MSU-Northern:

- MSU-Northern Advising: <http://msun.edu/advising/>
- MSU-Northern Student Handbook: <https://www.msun.edu//current/> click on handbooks under Rules and Regulations tab.

Nursing Advising

1. The College of Health Sciences assigns nursing faculty to advise the RN-BSN Completion student. Academic advising will follow the university's rules as stated in the MSU-Northern Course Catalog. (See Faculty Sheet for contact information)
2. The student is required to meet with her/his advisor each semester to discuss grades, academic plans, questions, course changes, etc. These meetings can take place fact-to-face, by telephone, or by email, according to the student's and course instructor's schedules and location. The student or the advisor has the right to initiate a change in the advising assignment. Students are encouraged to confer with advisors as needed.
3. After Advisement, the RN-BSN student may access the Class Registration form at: <https://www.msun.edu/registrar/forms.aspx>

APPLICATION PROCESS FOR SELECTION INTO THE RN-BSN COMPLETION PROGRAM ***

1. Applications are accepted year around. All applications received will be reviewed between the 10th and 20th of each month. After applications are reviewed, the applicant will be notified of acceptance or denial by the 1st of the following month by email and regular mail. The acceptance letter will inform the applicant as to which semester to begin the RN-BSN Completion Program. The denial letter will state the reason or reasons why an application was denied.
2. Submission of all Official Transcripts from colleges/universities attended are required to be on file in the MSU- Northern Admissions Office. Transcripts will be evaluated to determine credit allotment and articulation. No required course, including basic skill courses, will be waived simply on the basis that the applicant has a prior college degree.
3. A minimum cumulative grade point average (GPA) of 2.50 is required to be admitted into the RN-BSN Completion Nursing Program. ***
4. Submit a copy of your current unencumbered RN license.
5. Two applications are required:
 - a. Application for admission to Montana State University – Northern: <http://www.msun.edu/future/apply.aspx>

- b. RN-BSN Completion Program Application can be accessed by clicking on link below and then clicking on Apply to Program tab:
<https://www.msun.edu/academics/chs/nursing/RNBSN.aspx>
6. Background check: this is done through Castle Branch. **The costs associated with this account are the student's responsibility.**
7. Students need to have access to a computer with Internet as all the Nursing Courses are offered Online. To verify that Brightspace will work properly the student should go to the Brightspace browser tune-up page at <https://msunonline.org/>
- Follow the instructions on the page for adjusting your settings. Microsoft Word ® is the required software for homework submitted electronically. Microsoft Word is available to students through the MSU- Northern Bookstore.
8. MSU-Northern students who graduate from the ASN program can enroll in the RN-BSN Completion program with a NCLEX-RN test date. These students are granted a preliminary acceptance, but cannot take any courses that require a clinical component until receiving their passing of the NCLEX-RN exam and receiving a copy of their RN license.

MONTANA STATE UNIVERSITY – NORTHERN NONDISCRIMINATION STATEMENT

Section 1000: Campus Policy

1001.7 Policy Statement

Montana State University's campuses are committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination based upon race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, age, political ideas, marital or family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation. Such an environment is necessary to a healthy learning, working, and living atmosphere because discrimination and harassment undermine human dignity and the positive connection among all people at our University. Acts of discrimination, harassment, sexual misconduct, dating violence, domestic violence, stalking, and retaliation will be addressed consistent with this policy. <https://www.msun.edu/admin/policies/1000/1001-7.aspx>

MONTANA STATE UNIVERSITY – NORTHERN ACCESSIBILITY SERVICES

At Montana State University-Northern, students with physical or learning disabilities are provided with a variety of services, as directed by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). In order to access these services, students are asked to complete an application, provide documentation of their disability, request accommodations for their courses and meet with the coordinator of disability services. For more information, please visit the following website:

<http://www.msun.edu/stuaffairs/disabilityserv/>

NURSING STUDENT FUNCTIONAL EXPECTATIONS

Functional Requirements for Participation in the MSU-Northern Department of Nursing RN-BSN Completion Program:

The essential requirements for participation in the Nursing Program and examples of necessary activities (not all inclusive) are used to determine if the applicant/student meets these minimal essential job functions or whether the Americans with Disabilities Act (ADA) accommodations or modifications are necessary.

ADA Guidelines apply to all qualified disabled persons. (A qualified disabled person is a person with a disability who, with or without reasonable modification to rules, policies, or practices, and with the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services, or the participation in the programs or activities provided by a public entity and who can perform the “essential functions” of the position). Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the special needs coordinator as soon as possible to make necessary accommodations. Students should be prepared to present a disability verification form from their primary healthcare provider.

Specific Nursing Student Functional Expectations

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

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

The essential functions include but are not limited to:

Sensory Perception

1. Visual:

- a. Observe and discern subtle changes in physical conditions and the environment;
- b. Visualize different color spectrums and color changes;
- c. Read fine print in varying levels of light;
- d. Read for prolonged periods of time;
- e. Read cursive writing;
- f. Read at varying distances;
- g. Read data/information displayed on monitors, computers and equipment.

2. Auditory:

- a. Interpret monitoring devices;
 - b. Distinguish muffled sounds heard through a stethoscope;
 - c. Hear and discriminate high and low frequency sounds produced by the body and the environment;
 - d. Effectively hear to communicate with others
3. Tactile:
- a. Discern tremors, vibrations, pulses, temperature, shapes, size, location, and other physical characteristics.
4. Olfactory:
- a. Detect body odors and odors in the environment.

Communication/ Interpersonal Relationships

1. To engage in oral and written two-way communication and interact effectively with others from a variety of social, cultural, and intellectual backgrounds;
2. Work effectively in groups;
3. Work effectively independently;
4. Discern and interpret nonverbal communication;
5. Express one's ideas and feelings clearly;
6. Communicate with others accurately in a timely manner;
7. Obtain communications from a computer.

Cognitive/Critical Thinking

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

Motor Function

1. Handle small delicate equipment/objects without extraneous movement, contamination or destruction;
2. Move, position, turn, assist with lifting or lift and carry patients without injury to patients, self or others; Maintain balance from any position;
3. Stand on both legs;
4. Coordinate hand/eye movements;

5. Push/pull heavy objects without injury to patient, self or others;
6. Stand, bend, walk and/or sit for 6-12 hours in a clinical setting performing physical activities requiring energy without jeopardizing the safety of the patient, self or others;
7. Flex, abduct, and rotate all joints freely preventing injury to patient, self or others;
8. Respond rapidly to emergency situations;
9. Maneuver small objects;
10. Perform daily care and functions for the patient;
11. Coordinate fine and gross motor hand movements to provide safe effective nursing care;
12. Calibrate/use equipment;
13. Execute CPR and physical assessment;
14. Operate a computer.

REQUIREMENTS OF STUDENTS IN THE RN-BSN COMPLETION PROGRAM

1. Upon admission, current **documentation** is required to be submitted to Castle Branch and on file in the Department of Nursing Office by the first day of class. The students will provide:

- a) Unencumbered RN License.
- b) A current BLS certification.
- c) Current Health Insurance
- d) A TB Skin test. Tuberculosis Policy:
 - All nursing students are screened annually for Tuberculosis (TB).
 - Each nursing student is responsible for providing evidence of screening for TB.
 - Documentation includes: TB screening form (date and test result cited as positive or negative).
 - Initially a two-step Tuberculin skin test (TST) will be used to provide a baseline.
 - If symptomatic, the nursing student is required to submit documentation of medical evaluation of the nursing student's health status related to TB.
 - Nursing students with a positive skin test are required to provide written clearance from their health care provider in order to provide patient care. Additional requirements may be expected based upon current Centers for Disease Control.
- e) MMR immunization. MMR Policy: Have immunizations that are current for, or have documented proof of immunity to, the diseases of Measles, Mumps, and Rubella (MMR). **Adults born before 1957** are generally considered immune to measles, mumps and rubella.

One dose of MMR vaccine should be considered for HCP with no laboratory evidence of disease or immunity to rubella.

All adults born in 1957 or later should have documentation of one or more doses of MMR vaccine unless they have a medical contraindication to the vaccine or laboratory evidence of immunity for measles. Documentation of provider-diagnosed disease is not considered acceptable evidence of immunity for measles, mumps or rubella.

- f) Current Tetanus, Diphtheria, and Pertussis (Tdap) vaccination according to the Center for Disease Control guidelines;
- g) Varicella immunization.

All RN-BSN students are required to have documentation of:

*two doses of the Varicella vaccination

OR*a titer;

- h) Yearly influenza immunization is recommended. Since health care workers may care for or live with people at risk for influenza related complications it is especially important for them to get vaccinated annually (CDC, 2017). Or a signed doctor's note for not receiving a flu shot;
- i) Documents of the Hepatitis B vaccination series or a titer.
- j) Proof of current Personal/Professional liability insurance. Coverage limits must be a minimum \$1 million per incident, and \$3 million aggregate.
- k) Background check: this is done through Castle Branch. The costs associated with this account are the student's responsibility.
- l) Castle Branch account:

All RN-BSN students are required to purchase Castle Branch (unless the student already has an existing *my CB* account). This third-party service will maintain all required documents for clinical facilities. It monitors and stores personal information such as immunizations, professional licenses, CPR certification, etc., all in one location. The student's Castle Branch account must be set up within 30 days of acceptance into the program. This purchase is done privately—not through the bookstore. The student is responsible for the cost and will pay Castle Branch directly. Instructions for setting up an account will be emailed to the student, after acceptance into the program, by the Department of Nursing office.

2. Health standards are to be met as required by the participating clinical facilities. Additional laboratory/diagnostic test results or verification of required health standards/status may be required by these facilities and the Department of Nursing Faculty will require documentation that standards/status is met.
3. HIPAA Policy: All Nursing Students are legally accountable under the Health Information Privacy and Accountability Act (HIPAA) of 1996 to ensure the confidentiality of patient health information.
<https://www.hhs.gov/hipaa/for-professionals/index.html>

NAME AND ADDRESS CHANGE

The student is required to provide verification of current legal names, current address, current email address (_____@msun.edu), and current phone numbers. Failure to keep all information current in Brightspace, Banner (Registrar), and the Department of Nursing, may result in delay of communication or ability to complete registration, classes, and/or program in a timely manner.

PROGRESSION THROUGH THE RN-BSN COMPLETION PROGRAM

The MSU-Northern Department of Nursing is required to follow the *Montana State-Wide RN-BSN Completion Model Curriculum* adopted in 2016.

To assure progression through the program, the Nursing Student is required to maintain the total academic and clinical requirements. When assigned to a clinical situation, the student is also required to assure patient safety and welfare.

To progress in the MSU-Northern RN-BSN Completion Program without interruption, the student is required to:

1. Earn a grade of “C” or higher in all courses required for the nursing program.
2. Maintain a GPA of at least 2.5, or higher, while enrolled in the RN-BSN Completion Program.
3. Students accumulating two grades of “W” or two grades below “C” in any course(s) required for the Nursing Major will be dropped from the program and may not be readmitted for 3 years.
4. To progress in the program, the nursing student is required to successfully pass both the didactic and clinical portions of a course. If either is not passed, the entire course must be repeated.
5. RN-BSN Completion students are required to complete the program within five (5) consecutive years of beginning the program as described with your approved Degree Plan.

REMOVAL FROM THE RN-BSN COMPLETION PROGRAM DUE TO ACADEMIC PERFORMANCE

1. If a nursing student earns two course grades below a “C” anytime during the RN-BSN Completion Nursing Program, then the student will be removed from the cohort and will not be allowed to continue in the nursing program.
2. The student will be required to wait three (3) years before applying for readmission to the RN-BSN Completion program.
3. A student should meet with his/her academic advisor to develop a success plan for continuing his/her educational goals during this waiting period.

REMOVAL FROM THE RN-BSN COMPLETION PROGRAM FOR UNSAFE CLINICAL PRACTICE OR UNPROFESSIONAL BEHAVIOR

1. A student may be removed from a nursing clinical course prior to its completion, if, in the judgment of the Nursing Faculty, CRRN, or preceptor the student’s clinical practice jeopardizes patient safety.
2. Evidence of chemical (drug or alcohol) impairment during any clinical is reason for immediate removal from the nursing program.
3. Removal from the nursing program may occur for violating the HIPAA policy or breach of confidentiality. Student nurses are legally accountable to maintain patient confidentiality. (Refer to HIPAA Policy).
4. A student who is removed from the RN-BSN Completion program for documented unsafe clinical practice or unprofessional behavior will not be considered for readmission.

READMISSION TO THE RN-BSN COMPLETION PROGRAM

1. A student who has been removed for academic performance or who has withdrawn from the program, may reapply to the Department of Nursing for readmission to the RN-BSN Program.
2. A student who has been removed for academic performance or who has withdrawn from the program is required to petition the Department of Nursing APG Committee and the Department of Nursing Director in writing for readmission to the RN-BSN Completion program. The written petition gives permission for the APG Committee and Director to review the student's record. It also includes the following documents:
 - a. A copy of their Current transcript;
 - b. A written success plan describing how he/she plans to meet the course requirements and identifying how he/she will overcome the barriers of the past;
 - c. A written summary of his/her nursing academic career plan;
3. The APG Committee will consider each case on presentation of the information submitted in the petition. There is no guarantee that the student will be readmitted.
4. Readmission depends on:
 - a. The APG's evaluation of the likelihood of the applicant's successful performance in succeeding course work;
 - b. All admission criteria being met.
5. If approval for readmission is granted, the student will resume the nursing program at a point of entry which allows for smooth progression to the next sequence as determined by the APG Committee.
 - a. The student may be advised to audit a previous nursing course so that transition can be made smoothly and student achievement enhanced.
 - b. Students may be advised to successfully complete the appropriate standardized examinations as required by the Department of Nursing.

GRADUATION

Students are personally responsible for meeting all University graduation requirements and the requirements for their particular academic degree programs.

Students who are going to graduate need to follow all university policies and procedures relating to graduation as published in *MSU-Northern Course Catalog*. The current *MSU-Northern Course Catalog*:

<https://www.msun.edu/registrar/catalogs.aspx>

1. **Completed and signed applications for graduation are due in the Registrar's Office at least one full semester prior to the end of the semester in which the student intends to graduate or participate in Commencement.** Graduation application forms can be found at: <https://www.msun.edu/registrar/forms/GraduationApp.pdf>
2. Gowns and announcements need to be ordered through the bookstore during the fall semester prior to graduation.

3. All students who have received financial aid during their college experience are required to have an exit interview with the Financial Aid Officer.
4. Students who wish to purchase an MSU-Northern Nursing Pin may do so from the MSU-Northern Bookstore.
5. Any student wanting to participate in the ASN pinning ceremony held at the end of Spring Semester (May) to receive your nurse pin, please contact the Department of Nursing no later than March so we can connect you to the Nursing Club Advisor.

GENERAL STUDENT INFORMATION

ADMISSION, PROGRESSION AND GRADUATION COMMITTEE

The admission, progression, and graduation committee consists of all members of the Department of Nursing Faculty, the Department Chair, and the Department Director. This committee meets as needed to discuss admission, progression, and graduation of ASN nursing students.

EMAIL

Each student is assigned a student email account (____@msun.edu) upon acceptance to MSU-Northern. This email account will be used for all correspondence in the Department of Nursing.

<https://www.msun.edu/its/index.aspx>

A student wishing to use another email service (Yahoo, Hotmail, etc.) may forward their campus email to that service at his or her own risk. The University will not be responsible for the handling of email by outside vendors. The student is not absolved from the responsibilities associated with communication sent to his or her official email address in the event there is a problem with redirecting the email. *In the Nursing Program, students are required to check email frequently for notifications and updates.*

Information Technology Services provides guidelines and best practices for email usage at MSU-Northern. The student can find this information at

<https://www.msun.edu/its/o365/students/o365email.aspx> and what they can do to assist students at <https://www.msun.edu/its/services-students.aspx>

SOCIAL NETWORKING POLICY

Montana State University-Northern is an advocate of social networking (Facebook, Twitter, etc.) and electronic communication. However, these venues provide an opportunity for possible serious ramifications in regard to breaches in professionalism and confidentiality.

The following guidelines should help students to use this technology appropriately:

1. Be thoughtful of how you present yourself. Do not post inappropriate pictures/videos that can be misunderstood or misinterpreted by others.
2. All interactions and communications on social networking sites should be respectful, responsible and accountable. There is a value on sharing your opinions, however, be aware of your communications. You can be sued for libel or slander and belonging to certain groups may be a negative reflection on you.
3. Adhere to professional standards of conduct. Do not post anything referring to a patient, facility or university- even without identification. Students are held responsible for adhering to policies related to HIPAA and patient Confidentiality.
4. Obtain written consent before posting copyrighted material.

5. Be aware of risks to your privacy and safety. Restrict access to your personal information and do not post detailed personal information.
6. Never use your MSU-Northern email address or passwords on social networking sites.
7. Be aware of computer security risks.
8. If the MSU-Northern faculty is aware that inappropriate communications or images are posted, serious implications can result including, but not limited to, dismissal from the MSU-Northern nursing program. Students will be held accountable for the proper use of all social networking sites.

MSU-Northern faculty are to maintain a professional relationship with all students enrolled in any MSU-Northern nursing program. To achieve this, faculty will not communicate, correspond with, or “friend” any current MSU-Northern students on a social networking site.

STUDENT RECORDS POLICY

It is the policy of the Department of Nursing to maintain or archive nursing students and/or nursing graduate records in the following manner:

1. Nursing Student records are held in locked file cabinets in a secure room. The Department of Nursing Director, Department of Nursing Chair, and administrative staff will have access to student records.
2. Nursing student records contain the following documents: admission applications, transcripts and course substitution or waiver forms, health records, background check clearance, authorization signature pages, skills competencies, graduations documents, and verification of RN licensure submitted by the student.
3. Records (of the Nursing students who do not progress in the program and those who have graduated) are routinely maintained in the department for one (1) year.
4. At the end of the one-year period, the records identified above in Number 3 are purged to contain minimal documentation: admission applications, MSU-Northern graduation documents, and final transcript. All other documents in the nursing student or graduate records are destroyed.
5. The purged nursing student or graduate records are archived for an additional period of nine (9) years.
6. All nursing student and graduate records are totally destroyed after the ten (10) year period.

***Note:**

It is the Nursing Student's or Graduate's responsibility to maintain a copy of their student records: admission documents, transcripts, and course substitution or waiver forms, registration documents, health records, background check authorization, authorization signature pages, skills competencies, graduations documents, and verification of RN licensure. In addition, the nursing student is responsible to maintain copy of syllabi, course catalogs, and examples of their academic work. ***Once the record is archived, the Department of Nursing does not access the closed records.***

Transcripts can be obtained only from the Registrar's office, indefinitely.

CLASSROOM EXPECTATIONS

Online Attendance

Attendance in online classes is determined by the student's participation in threaded discussion/activities and assignments per the instructor's syllabus. Online courses will have various requirements for participation; students are expected to log on when required by their course instructor.

Grading Scale

Work is graded by letters, interpreted as follows:

- A = 94-100 %
- B = 87-93 %
- C = 80-86 %
- D = 67-79 %
- F = 66 % and below

- Explanation of grades and notations including incompletes and withdrawals can be found in the *MSU-Northern Course Catalog*: <http://msun.edu/registrar/catalogs.aspx> and *MSU-Northern Student Handbook*: <https://www.msun.edu/current/> click on handbooks under Rules and Regulations tab.

Assignment Instructions/Rubrics

Each nursing class assignment will include assignment instructions and/or rubrics on how that assignment will be graded.

Tutoring

If a nursing student or class needs tutoring, the student or student representative (for class requests) should first approach the Nursing Instructor for tutoring arrangements.

Late Assignments and Work Completion

Assignments are due on the day and at the time noted on a course instructor's syllabus. If an assignment is not turned in at the stated date and time, the following will occur:

1. 10% deduction of total points on the assignment for each day the assignment is late (one day is defined as 24 hours);
2. If an assignment is five (5) days late or more, the assignment will earn zero points;
3. The assignment is required to be turned in for the student to pass the course, even if the assignment has earned a zero for being late.

Late assignments and extensions are at the discretion of the course instructor. A request for an extension can be made prior to the stated date and time.

Test Reviews

Post-test reviews and format for test reviews are at the discretion of the instructor.

Missed Exams

1. Examinations should only be missed for illness or extreme emergency/extenuating circumstances. Missed exams are to be taken within two (2) days after return to class. A make-up exam will not be the same as the original; it may be an essay. If not made up within the allotted time, the student will earn a zero for the exam.
2. If a student misses an exam and does not notify the course instructor prior to exam time, the student will earn a zero on that exam.

REQUIRED TECHNOLOGY

Students are required to have access to a computer with Internet access. It is recommended that students plan to complete assignments ahead of the due date in case there is an interruption in internet access or service.

1. To verify that Brightspace will work properly with the student's web browser, the student needs to go to the Brightspace browser tune-up page at <https://msunonline.org> and follow the instructions on the page for "***Please click here for a system check before you login.*** Resources for how to use Brightspace can be found at the following link: <https://www.msun.edu/otle/brightspacestart.aspx>
2. Microsoft Word ® is the required software for homework submitted electronically. Microsoft Word is available to students through the MSU-Northern Bookstore or Information Technology Services.
3. Be aware that the computer and software programs for online/distance learning may require newer operating systems in order to successfully access the programs and software needed to complete the program. Note: I-Pads, Notebooks, Smartphones are not computers; they may not be compatible with Brightspace, and Microsoft Programs.
4. Other programs that may be required for classes include Adobe Acrobat, Adobe Flash Player, QuickTime player, and Excel.

Note: Use of technology by nursing students is subject to <https://www.msun.edu/admin/policies/> MSU-Northern Policies and Procedures relating to appropriate conduct (601.2-601.3) and information technology <https://www.msun.edu/admin/policies/1300.aspx> of the Montana University System's Policies and Procedures Manual. The MSU-Northern Student Handbook also provides information about email access.

CLINICAL EXPECTATIONS

The **Nursing Faculty** is required to ensure that nursing students provide safe and competent nursing care.

RN-BSN Completion **Nursing Students** are required to complete assigned clinical hours as required by the clinical course. All Nursing Students are required to comply with health care facility agreements pertinent to student participation.

In order to participate in required clinical experiences, **Nursing Students** are required to assure that the following documentation is current in the student's record (Castle Branch Account):

- ❖ Background check
- ❖ Immunizations
- ❖ CPR certification

- ❖ TB Health status
- ❖ Unencumbered RN License
- ❖ Professional Liability Insurance
- ❖ Current Health Insurance

NURSING STUDENTS ARE REQUIRED TO DEMONSTRATE COMPETENT AND PROFESSIONAL BEHAVIOR AT ALL TIMES

- ❖ Students who demonstrate behavior which conflicts with safe nursing practice will be evaluated by the clinical instructor, preceptor, facility personnel, the APG Committee, and Director of Nursing.
- ❖ The consequences of unsafe practice are determined by the nature of the behavior exhibited and the situation in which it occurs and include the following:
 - 1) Dismissal from the clinical experience;
 - 2) Failing grade for the course;
 - 3) Dismissal from the RN-BSN Completion Program.

Refer to your state Board of Nursing Regulations for the definition of unprofessional conduct.

CONFIDENTIALITY AND HIPAA

All Nursing Students are legally accountable under the Health Information Portability and Accountability Act (HIPAA) of 1996 to ensure the confidentiality of patient health information. Nursing Students are allowed to have access to protected health information for educational purposes and to provide safe nursing care to patients.

1. Nursing students are required to complete HIPAA training.
2. Nursing students are required to sign confidentiality documentation before any clinical practicum.
3. Violation of HIPAA regulations will result in dismissal from the program based on the judgment of the Privacy Officer at the clinical facility and the Director of the Department of Nursing. A student could also be subject to criminal prosecution or civil lawsuit for breach of confidentiality under the HIPAA law.
4. Students are required to be in full uniform to obtain patient information while preparing to give patient care. They will omit names, addresses, medical record numbers, room numbers and patient initials and any other information that could be used to identify a patient.
5. Students will not leave nursing care plans, concept maps, or other personal materials containing patient data unattended; nor should confidential information about patients be discussed with persons not directly involved with patient care or the student's education.

6. Students are not to provide personal information about self or personal contact information to patients.

UNIFORMS

The RN-BSN completion students are required to present a professional appearance at all times in the lab or clinical settings:

1. **The full uniform attire** includes a wine-colored scrub top and/or wine-colored lab jacket with an MSU-Northern patch, black uniform slacks, white shoes with minimal color, white socks, and nursing student name identification badge. Shoes must be closed-toe with a closed heel.
2. Students are required to wear the full clinical uniform for lab and clinical experiences, as well as, when obtaining patient information during clinical preparation.
3. A MSU-Northern patch is to be sewn on the center of the left sleeve 2" down from the shoulder seam on the approved student uniforms. Patches are available for purchase from the MSU-Northern Bookstore.
4. MSU-Northern student picture ID badge - each student will have an ID badge with the letters N.S. (*for Nursing Student*) after the name for student identification along with their pictures and school years (e.g. 2023-2024). Picture ID badges will be taken each fall semester during orientation. For RN to BSN students please email deborah.winegar@msun.edu a picture to have your ID made and mailed to you. Students are given the first card without charge. If damaged, lost or stolen a replacement fee of \$10.00 will be charged.
5. No garment can be worn over the uniform during clinical. Long-sleeved scrubs can be worn or a long-sleeved undergarment in black, wine, gold or white can be worn underneath a short-sleeved uniform top. **Distressed undergarments are not acceptable.** Uniforms are clean and pressed.
6. No jewelry, other than wedding or engagement rings; maximum of two stud earrings per ear.
7. Visible body piercing including face, head, neck, tongue or other visible parts of the body (other than ears) is prohibited.
8. Bring a large safety pin for pinning jewelry to clothing when rings must be taken off for certain clinical areas (i.e. surgery, OB delivery, nursery, etc.).
9. Any and all body art, such as tattoos, or intentional markings (hickies, stamps, or pen markings) that can be seen outside of the uniform edges will need to be covered.
10. No artificial fingernails, tips, or nail polish.
11. Hair that is longer than collar length must be pulled back and secured as well as hair that may fall into your face.
12. No perfume, hairspray, or other fragrant items should be worn during clinical time/patient care. This

includes times of patient information research at the clinical facility.

13. Sideburns, moustaches and beards must be neatly trimmed; a beard hood may be required in certain areas. OSHA does not ban beards per se, but it does require bearded healthcare providers who are required to wear tight-fitting face pieces trim their beards so that they do not interfere with the sealing surface of the respirator or are not so large that they could interfere with valve function.

CLINICAL GRADING SCALE

1. The earned clinical grade is based upon the nursing student's clinical performance. The total clinical experience is graded by the use of a points system per a grading rubric.
 - A = 94-100 %
 - B = 87-93 %
 - C = 80-86 %
 - D = 67-79 %
 - F = 66 % and below
2. Should a student fail a clinical course, that student will be required to audit the didactic theoretical supportive nursing course while he/she repeats the clinical nursing course

STANDARD PRECAUTIONS

Nursing Students are expected to adhere to standard precautions guidelines as set forth by the Centers for Disease Control (CDC), Occupational Safety and Health Administration (OSHA) and those of the clinical facilities. To review these guidelines, see the following links:

<https://www.osha.gov/SLTC/etools/hospital/hazards/univprec/univ.html>

<http://www.cdc.gov/infectioncontrol/guidelines/>

SHARPS AND ACCIDENTAL EXPOSURE

The MSU-Northern Department of Nursing recognizes that students need to practice nursing skills in a safe environment and that sharp instruments need to be managed in a safe manner to prevent injury or disease. Sharps in the nursing skills lab include needles, syringes, and intravenous insertion devices.

1. Sharps containers are to be properly secured and discarded by professional disposal company.
2. All sharps are to be appropriately disposed in impermeable sharps containers.
3. Montana State University-Northern nursing students participate in clinical rotations in multiple facilities. Therefore, in the event of accidental exposure injuries, the faculty and students will follow the policy of the facility where the incident occurred. Neither MSU-Northern, nor participating facilities assume responsibility for the cost of testing in accidental exposure injury. The student will be responsible for the cost of the evaluation, testing, and, treatment if required.
4. Should a student have an accidental exposure, please refer to APPENDIX I for instructions. Please

sign APPENDIX I and return to the Department of Nursing Office for your file.

PROFESSIONAL IMPROVEMENT PLAN

PROFESSIONAL BEHAVIOR EXPECTATIONS IN THE NURSING PROGRAM

Expected behavior of nursing students is defined by the *National Student Nurses Association Code of Ethics, Section 3: Code of Academic and Clinical Conduct*

<http://www.dropbox.com/s/a229ong58d5jx4p/Code%20of%20Ethics.pdf?dl=0>

Unprofessional behavior is behavior demonstrated by a nursing student while participating in classes, lab, or a clinical site which interferes with:

- MSU-NORTHERN Department of Nursing ability to providing a learning environment free from disruption, discrimination, and harassment;
- Safety of patients;
- The potential of other MSU-NORTHERN students to learn;
- The rights of faculty/staff and students to be treated fairly and with respect;
- The MSU-Northern Policy 601.3 *Student Conduct and Academic Misconduct*
<https://www.msun.edu/admin/policies/600/601-3.aspx>
<https://www.msun.edu/admin/policies/600/601-2.aspx>
- The *National Student Nurses Association Code of Ethics, Section 3: Code of Academic and Clinical Code:*
<http://www.dropbox.com/s/a229ong58d5jx4p/Code%20of%20Ethics.pdf?dl=0>

If unprofessional behaviors occur at the clinical site, the student will be directed to leave immediately. Nursing Faculty will complete a Professional Improvement Plan (PIP) for any student demonstrating unprofessional behavior.

PROFESSIONAL IMPROVEMENT PLAN PROCEDURE

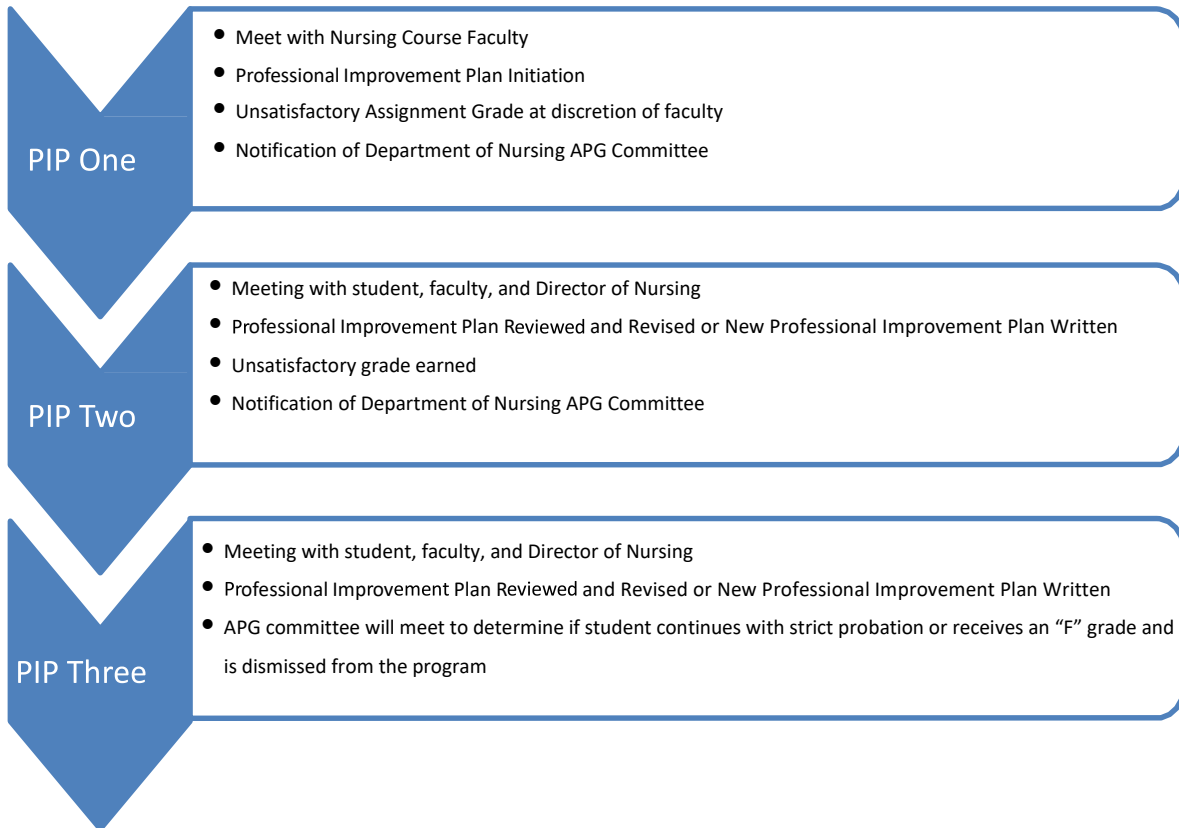
Professional Improvement Plan (PIP) Procedure Goal:

Provide an opportunity for student counseling and assistance to improve the nursing student's professional behavior and/or unsuccessful academic performance.

Only **three** PIP forms are allowed throughout the progression of the ASN program. The total amount of PIPs includes class, lab, and clinical. All students will start with zero PIPs. When beginning the ASN program.

If a student receives more than three PIPs during the ASN program, further disciplinary action will be taken and may include dismissal from the program.

Three Professional Improvement Plan Procedure Plan



PIP One: Student demonstrates unprofessional behavior and/or unsuccessful academic performance.

Steps:

1. Professional Improvement Plan initiated by the Nursing Faculty member:
 - a. *NSNA Student Code of Ethics, Section 3 (referenced in behavior section of ASN handbook)* should be referenced for any student demonstrating unprofessional behavior.
 - b. Detailed description of unsuccessful academic performance by the student.
 - c. Assignment grade failure if deemed by faculty.
 - d. APG Committee will be apprised of the initiation of the PIP
2. Professional Improvement Plan discussed with the Student by Faculty member:
 - a. Action plan with strategies and options for student success developed by Student and Faculty member;
 - b. Follow up meeting within two (2) weeks to evaluate action plan.
3. At the follow-up meeting:
 - a. If improvement has been demonstrated; the Professional Improvement Plan is closed and signed by Student and Faculty member.
 - b. If improvement has not been demonstrated; then move to PIP 2.
 - c. APG Committee will be apprised of the student's improvement progress

PIP Two: Student unprofessional behavior and/or unsuccessful academic performance noted on previous Professional Improvement Plan continues or a new Professional Improvement Plan is written due to different unprofessional professional behavior and/or unsuccessful academic performance.

Steps:

1. Faculty member documents additional note if from first Professional Improvement Plan or starts a new Professional Improvement Plan due to different unprofessional behavior and/or unsuccessful academic performance:
 - a. Documentation of non-compliance with previous Professional Improvement Plan;
 - b. New written Professional Improvement Plan if different occurrence of unprofessional behavior and/or unsuccessful academic performance
2. Meeting scheduled with Student, Faculty member, and Department of Nursing Chair/Director:
 - a. Professional Improvement Plan discussed with the student;
 - b. Action plan with strategies and options for student success developed by Student, Faculty member, and Director of Nursing
 - c. Student receives an *Unsatisfactory* grade for unprofessional behavior displayed in the nursing course.
 - d. Student needs to be aware that this is a serious warning that continued behavior which violates the *NSNA Code of Ethics Part II* will result in dismissal from the Nursing Program.
 - e. Student who continues to demonstrate unsuccessful academic performance will be counseled about special tutoring and the benefits of withdrawal from the course versus failing the course.
 - f. Follow up meeting within two (2) weeks to evaluate action plan.
3. At the follow-up meeting:
 - a. If improvement has been demonstrated; the Professional Improvement Plan is closed and signed by Student and Faculty member.
 - b. If improvement has not been demonstrated; then move to Stage 3.
 - c. APG Committee will be apprised of the student's improvement progress

PIP Three: Student unprofessional behavior and/or unsuccessful academic performance noted on previous Professional Improvement Plan continues or a new Professional Improvement Plan is written due to different unprofessional professional behavior and/or unsuccessful academic performance

Steps:

1. Faculty documents additional note on previous Professional Improvement Plan or new Professional Improvement Plan is written due to different unprofessional professional behavior and/or unsuccessful academic performance.
 - a. Documentation of non-compliance with Professional Improvement Plan; or new Professional Improvement Plan is written.
 - b. Student Code of Ethics should be referenced.
 - c. If new Professional Improvement Plan is written, it will be noted that this is the third Professional Improvement Plan the nursing student has received by either repeated behavior or by new behavior or unsuccessful academic performance.
2. Meeting scheduled with Student, Faculty member, the Department of Nursing Director:
 - a. Professional Improvement Plan discussed with the student.
 - b. The Professional Improvement Plan is reviewed, along with previous Professional Improvement Plans by the APG Committee to determine if student should be removed from the program, or if failing grade is recommended from the APG Committee.
 - If this is the Third Performance Improvement Plan for the same behavior the student will receive a "F" for the nursing course.
 - a. Student is then dismissed from the program based upon continued unprofessional behavior or continued unsuccessful academic performance.
 - If this is a new Performance Improvement Plan written for unprofessional

behavior or unsuccessful academic performance, the previous Performance Improvement Plans along with the new one will be reviewed by the APG Committee to determine if the student is to continue in the program with a strict probation period of not receiving another Performance Improvement Plan or student will receive an “F” in the nursing course and dismissed from the nursing program.

STUDENT MISCONDUCT AND GRADE APPEAL POLICIES

Montana State University –Northern Administrative Policy and Procedures Section

600: Student Affairs Policy 601.2 Academic Misconduct:

“The faculty, administration and students of Montana State University- Northern believe that academic honesty and integrity are fundamental to the mission of higher education. The University has a responsibility to promote academic honesty and integrity and assure the highest ethical and professional standards and behavior.

Accordingly, the University has developed procedures that address instances of academic dishonesty. Students who violate these standards commit academic misconduct and will be subject to academic and/ or disciplinary sanctions.” MSU-Northern Academic Misconduct Policy 601.2 determines what constitutes academic dishonesty: cheating, plagiarism, etc.:

<http://www.msun.edu/admin/policies/600/601-2.aspx>

Students who are suspected of or found cheating will be referred to the sanctions as described by the MSU-Northern Policy 601.2.

To avoid plagiarism, any information used from other sources must be cited by the student and referenced on each document in which he/she is using that information, including previous papers completed by the student or others.

TurnItIn

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

The student is strongly encouraged to review the MSU-Northern Academic Misconduct Policy 601.2, including plagiarism and multiple submissions, available at <http://www.msun.edu/admin/policies/600/601-2.aspx>. If the students have any questions about this policy or what constitutes plagiarism, be sure to consult an instructor. If the student has any questions about TurnItIn specifically, the Office of Teaching and Learning Excellence (Brightspace and TurnItIn system administrator), <https://www.msun.edu/otle/>

Below are links to several resources to help the student understand and avoid plagiarism, as well as links

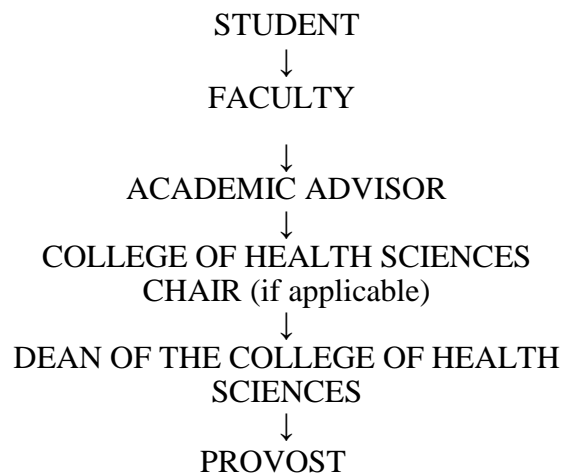
providing additional information about TurnItIn.

- **Writing Resources:**

- Avoiding Plagiarism: https://owl.purdue.edu/owl/avoiding_plagiarism/index.html
- Quoting, Paraphrasing, and Summarizing: http://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.html
- APA Style: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html

MSU-NORTHERN DEPARTMENT OF NURSING CHAIN OF COMMAND

If a student encounters an issue with an assignment, grade, or Professional Behavior Expectations, the chain of command is as follows:



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

DEPARTMENT OF NURSING STUDENT GRADE APPEAL PROCESS:

The instructor for the course is responsible for assigning grades. No one else has the authority to assign a grade to the student. Differences in opinion over the grade assignment should be handled utilizing the MSU-Northern Department of Nursing Chain of Command, starting with the instructor. The decision of the Provost is the final decision of the University for the Grade Appeal.

APPENDIX A:**RN-BSN Completion Curriculum**

Student name: _____

Student Banner number: _____

Date Program started: _____

Must complete (5 year) by date: _____

Semester Taken	Course Number	Course Name	Didactic Credits	Clinical Credits	Total Credits
	Gen. Ed. Requirements				
	PSYX 230	Developmental Psychology	3		3
	STAT 216	Intro to Statistics	3		3
	WRIT 350	Upper Division Writing	3		3
	XXXX	Upper Humanities Elective	3		3
	Total Credits:				12
	Spring Semester				
	NRSX 322	Health Promotion & Education	3		3
	NRSX 325	Advanced Health Assessment	3		3
	NRSX 326	Complex Healthcare Needs	3		3
	NRSX 305	Nursing Ethics (Cat VI)	3		3
	Total Credits:				12
	Summer Semester				
	NRSX 301	Nursing in the Community	5		5
	NRSX 302	Nursing in the Community Clinical		1	1
	NRSX 320	Nursing Informatics (CAT VII)	3		3
	NRSX 424	Nursing Research & Evidence-Based Practice	3		3
	Total Credits:				12
	Fall Semester				
	NRSX 344	Family Nursing	3		3
	NRSX 361	Global Nursing (Cat V)	3		3
	NRSX 463	Leadership and Management for the RN	5		5
	NRSX 464	Leadership and Management for the RN Clinical		1	1
	Total Credits:				12
	Total RN-BSN Program Credits:				48

Student signature_____
Date_____
Advisor signature_____
Date

APPENDIX B:**Course Descriptions and Course Learning Outcomes****RN-BSN Completion Program**

Number/ Title	Course Description	Course Learning Outcomes
NRSG 322 Health Promotion and Education	This course will prepare the student to shift focus from illness to wellness and health promotion, focusing on disease prevention and education. Course content will include theories of learning, assessment of learning needs, and developing and evaluating teaching strategies. Focus will be on wellness and health promotion interventions and education across the lifespan for all patient populations.	<ol style="list-style-type: none"> 1. Describe nurse's role in optimal health promotion and education in multiple practice settings across the lifespan. 2. Define teaching/learning theories and their application to health promotion. 3. Demonstrates awareness of lifespan and cultural issues in health promotion and education 4. Explain the influence of health disparities on the individuals, groups, and communities' health status and behaviors. 5. Integrate evidence-based guidelines for health promotion and disease prevention with patient values in the provision of safe, nursing care to individuals/families and populations/communities.
NRSG 325 Advanced Health Assessment	This course is designed to prepare the learner to develop a nursing database and builds on the education and skills gained during previous course work. Learners will enhance their assessment techniques through learning experiences that focus on the physical, developmental, emotional, psychosocial, cultural, spiritual, and functional assessments. The course emphasizes analysis, synthesis and documentation of assessment data as a foundation for providing holistic nursing care	<ol style="list-style-type: none"> 1. Application of health assessment concepts for the whole person, including developmental tasks, and health promotion for all age groups and cultures. 2. Utilize and integrate the concepts of holistic care in both wellness and illness. 3. Demonstrate comprehensive health assessment of patients receiving health care.
NRSG 326 Complex Healthcare Needs	This course will focus on patient centered nursing care of individuals with multiple comorbidity health and illness needs. The application of evidence-based practice concepts from pathophysiological, pharmacological and psychosocial nursing is discussed. The impact of multiple comorbidity illness and	<ol style="list-style-type: none"> 1. Synthesize current evidence and theoretical knowledge for deliver competent, culturally sensitive, developmentally appropriate holistic care for persons with multiple comorbidity health and illness needs. 2. Demonstrate analytical, logical reasoning in the implementation of the nursing

	injury of individuals and their families is explored.	<p>process for persons with multiple comorbidity health and illness needs.</p> <ol style="list-style-type: none"> 3. Define partnerships needed with patients, family and others in the health care team to protect, promote and optimize health persons with multiple comorbidity health and illness needs.
<p>NRS 305</p> <p>Nursing Ethics/Healthcare Ethics</p> <p>(Cat IV)</p>	<p>This course provides students opportunities to explore ethical dimensions and issues related to decision-making in healthcare. Students will be encouraged to critically think and analyze the human perspective impacting healthcare decisions. Theories and bioethical principles from the disciplines of nursing, medicine and humanities will be examined for global concepts, values, beliefs and evidence-based practices which address interprofessional and patient collaboration in the synthesis and implementation of patient-specific healthcare.</p>	<ol style="list-style-type: none"> 1. Critically analyze the human perspective influencing healthcare decisions. 2. Utilize theories and bioethical principles from the disciplines of nursing, medicine and humanities to implement patient-specific healthcare. 3. Address the influence of cultural values and beliefs related to the ethical decisions in healthcare. 4. Demonstrate collaborative leadership with patients and interprofessional teams in the synthesis and implementation of patient-centered healthcare.
<p>NRS 301</p> <p>Nursing in the Community</p>	<p>This course will provide the student with an opportunity to apply the nursing process to the care of communities. The course explores concepts in population-focused interdisciplinary care, levels of prevention and levels of practice (individual/ family, systems, and communities). Health status indicators for Montana counties and the Healthy People 2020 national health care agenda are researched. Basic concepts of environmental health, emergency preparedness, economics, and epidemiology are discussed. Students explore community coalitions and work groups that interface with vulnerable at-risk populations in the community.</p>	<ol style="list-style-type: none"> 1. Articulate the defining characteristics and history of community health nursing practice, including population focused care, levels of prevention and levels of practice. 2. Analyze the impact that national and international health perspectives have on health care delivery systems, health care, economics, and the politics of public health policy in community health nursing. 3. Differentiate between public/community health nursing, community-based nursing, and other professional nursing practice. 4. Define the basic concepts in environmental health, emergency preparedness, and the epidemiological approach to community health nursing. 5. Describe how to assess a community as a patient and explain the keys to prioritizing

		<p>needs, selecting strategies, and evaluating community health outcomes.</p> <p>6. Conceptualize community nursing practice using evidence-based research to improve the quality and safety of communities.</p>
<p>NRS 302 Nursing in the Community Clinical</p>	<p>This clinical experience includes community health preceptor-based learning, a home visit program, and health promotion at several community sites.</p>	<ol style="list-style-type: none"> 1. Apply the concepts health education to provide promotion offerings in community settings. 2. Demonstrate basic competency in caring for patients in selected community/public health nursing practice settings. 3. Utilize theory, nursing research, and evidence-based practice models in the delivery of nursing care, disease prevention, and the promotion of health and well-being to individuals, families, communities and diverse populations. 4. Demonstrate effective inter-professional communication and collaboration with a multidisciplinary healthcare team for the improvement of patient outcomes.
<p>NRS 320 Nursing Informatics (Cat VII)</p>	<p>This course is an introduction to informatics focusing on applications relevant to the nursing profession. Emphasis will be placed on the integration of nursing science with computer technology and information science to support patient care and provide leadership within healthcare systems.</p>	<ol style="list-style-type: none"> 1. Identify key trends and issues in nursing informatics and the impact on the healthcare system. 2. Explain how theories, such as communication, information, management, systems, and nursing relate to the healthcare information system. 3. Examine ethical/legal/ safety issues that arise in using and managing healthcare information systems. 4. Identify the interrelationships among healthcare IT applications and uses of the health care data in practice, administration, education, research, and policy. 5. Differentiate the role and purpose of emerging health care information technology applications.
<p>NRS 424</p>	<p>This course will focus on the research process and the translation of research into clinical practice.</p>	<ol style="list-style-type: none"> 1. Articulate the steps of the research process and its relationship to the critiquing process.

Nursing Research and Evidence Based Practice	Students explore and evaluate current nursing evidence-based knowledge. Emphasis is placed on gaining competency in accessing and critically reading, evaluation, and applying research findings to nursing practice utilizing evidence-based models.	<ol style="list-style-type: none"> 2. Describe the foundations of the research process: research questions, literature reviews, and theoretical frameworks. 3. Describe and apply the steps of evidence-based practice models 4. Distinguish strategies for implementing and evaluating evidence-based practice. 5. Utilize evidence-based practice/nursing judgement to examine outcomes research relevant to creating a culture of continuous quality improvement in the practice of nursing.
NRS 344 Family Nursing	This course focuses on the theories and models of family coping and adaptation by incorporating the concepts into professional nursing care of the family unit. The application of these concepts while caring for families, demonstrate the strengths and weaknesses of the family unit and predict how the family will cope in times of illness and wellness. The impact of genetic nursing on the family will be explored.	<ol style="list-style-type: none"> 1. Examine the history, concepts, nursing models, and trends in family nursing. 2. Analyze the family nurse's role in primary, secondary, and tertiary prevention. 3. Assess individual and family dynamics. 4. Explore the concept of family as a social structure and basic unit of society. 5. Utilize evidence-based data when providing safe, patient-centered care which represents the patients' preferences, values, and needs within the context of their family and the health care delivery system.
NRS 361 Global Nursing (Cat V)	This course will examine the foundations of healthcare policy, the financial structure of healthcare systems, and the regulatory environments that impact nursing practice and patient care. This course will also analyze current and emerging global health priorities, including emerging infectious diseases, poverty, health inequity, health systems reforms, and major global initiatives for disease prevention and health promotion. This course meets the upper level writing requirement.	<ol style="list-style-type: none"> 1. Explore and analyze factors that influence evidence-based practice from a global perspective. 2. Describe how gender, ethnicity, vulnerability, and other global sociodemographic factors affect interpretation and application of research findings. 3. Identify the impact of healthcare policy on individual and community nursing practice and patient care. 4. Analyze current and emerging global health priorities 5. Discuss human behaviors including stereotyping, prejudice, and poverty and its impact on current and emerging global health priorities.
NRS 463	This course focuses on the theory, research and practical application	<ol style="list-style-type: none"> 1. Examine strategic planning, effective team building, budget concepts for patient

<p>Leadership and Management for the RN</p>	<p>essential to effective nursing leadership and introduces the managing role of the leader within a variety of nursing practice settings. Concepts such as the role of the leader and manager, health care organizations, care delivery strategies, managing resources, interpersonal and personal skills, and career management that were introduced at the ASN level are further explored in this course. Managerial concepts and leadership skills needed to promote high quality nursing care delivery outcomes are examined. Emphasis is placed on combining leadership and management concepts to a complex healthcare system in various clinical settings.</p>	<p>care and allocation of resources for effective staffing and delegation of patient care</p> <ol style="list-style-type: none"> 2. Discuss legal and ethical aspects of patient care, cultural diversity and spirituality, and collective bargaining 3. Develop and demonstrate knowledge of concept of change, conflict resolution, power and time management to nursing management 4. Determine personal leadership style based on nursing leadership models. 5. Analyze evidence-based practice when making decisions used in the management of health care personnel in various settings.
<p>NRS 464 Leadership and Management for the RN Clinical</p>	<p>The clinical experience part of this course enables the student to further develop leadership abilities, communication, critical thinking skills, and decision-making in the role of nurse leader and manager in a variety of settings.</p>	<ol style="list-style-type: none"> 1. Apply the concept of change, conflict resolution, power and time management to nursing management in a variety of settings. 2. Apply personal leadership style to clinical settings. 3. Explore the role of the nurse manager through the clinical experience. 4. Collaborate with other health care professionals and patients in the community by fostering effective communication and informatics when providing leadership in structured and unstructured environments.

PRECEPTOR ACKNOWLEDGEMENT OF STUDENT ASSIGNMENT

Student completes this Section

	NRS	NURSING COURSE #	YEAR	FALL SPRING SUM Please Circle Semester
Student's Name				
()	()			
Home Phone	Work Phone	Name of Course Faculty		
		()	()	
Student's Signature	Date	Work Phone	Home Phone	

Preceptor

This is to acknowledge that I have agreed to serve as a preceptor for a student in the MSU-Northern Department of Nursing RN-BSN Completion program. I understand that services rendered by me, under the direction of the assigned course faculty member, are voluntary and without compensation. I agree to forward to the faculty member a completed student evaluation form at the end of the clinical experience. I understand that student hours must not coincide with the student's paid working hours.

I agree to serve as the preceptor for the above-mentioned student

Preceptor Name (please print) & Position/Title			
()	()		
Work Phone	Home Phone	Preceptor Signature	Date

Feedback from the clinical preceptor for the purpose of validating the clinical experience is an essential part of the evaluation process. Upon completion of clinical, please rate the student according to the level of performance. The rating is based on a five-point scale with "1" indicating unsatisfactory progress and "5" indicating outstanding progress. NA, if not applicable, not assessed or not appropriate to the clinical experience. Your personal comments of the student are appreciated. Guidelines will be mailed to you upon receipt of this form. Thank you for your valued time.

Facility Information

	()
Name of Facility	Phone # of Facility
Address of Facility	City State ZIP

Return Completed Forms

<p>Provide a copy to the Nursing Manager of Facility</p>	<p>FAX TO: _____ FAX: 406-265-3772 Phone: 406-265-4196 Email: _____ <i>(insert MSU-N Instructor's email)</i></p>	<p>OR Mail to : _____ <i>(MSU-N Instructor's Name)</i></p> <p>Department of Nursing MSU-Northern PO Box 7751 Havre, MT 59501</p>
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APPENDIX D:

**MSU-NORTHERN DEPARTMENT OF NURSING
PRECEPTING SCHEDULE & DATA**

COURSE NUMBER: _____ **COURSE TITLE:** _____

COURSE INSTRUCTOR'S NAME: _____

Student Name: _____ **Home Phone #** _____

Address: _____ **Work Phone #** _____

City: _____ **State:** _____ **Zip:** _____

If employed, where? _____

Area of specialty/Unit: _____ **For How Long?** _____

Previous Work Experience _____

Preceptor Name & Degree: _____

Title or Position Held: _____

Home Phone # _____ **Work Phone #** _____

UNIT/Area of Specialty _____ **For How Long?** _____

Previous Work Experience: _____

Facility Name: _____ **City Located:** _____

Preceptor email Address: _____

PRECEPTING TIME WITH PRECEPTOR:

DATES	TIMES	UNIT	Total Hrs
____/____/____	____ TO ____	_____	_____
____/____/____	____ TO ____	_____	_____
____/____/____	____ TO ____	_____	_____
____/____/____	____ TO ____	_____	_____
____/____/____	____ TO ____	_____	_____
____/____/____	____ TO ____	_____	_____
____/____/____	____ TO ____	_____	_____
____/____/____	____ TO ____	_____	_____

I plan to practice in the clinical setting during the hours indicated above. I understand that my clinical hours cannot coincide with my work hours.

Student Signature and Date _____

STUDENT DATA

PRECEPTOR DATA

DATES & TIMES

APPENDIX E:**STUDENT EVALUATION OF PRECEPTOR**

Feedback is an essential part of the evaluation process. Upon completion of clinical, please rate your preceptor. Your personal comments are appreciated. *Thank you for your valued time.*

_____		NRSG _____	_____	FALL	SPRING	SUM
Student's Name		Nursing Course #	YEAR	Please Circle Semester		
_____	_____	_____				
Home Phone	Work Phone	Name of Course Faculty				

PRECEPTOR INFORMATION

_____		_____			
Name of Preceptor		Name of Facility			
_____		_____		_____	_____
Unit or Department		City		State	ZIP

RATING SCALE

5 – Outstanding	Exceeds student needs and/or expectations, always in a timely manner.
4 - Above Average	Consistently meets student needs and/or expectations, usually in a timely manner.
3 – Satisfactory	Usually meets student needs and/or expectations, fairly timely.
2 – Unsatisfactory	Rarely meets student needs and/or expectations.
1 – Unsatisfactory	Does not meet student needs and/or expectations.

EVALUATION

1.	Guided student toward attainment of course objectives.	1	2	3	4	5	NA
2.	Guided student toward attainment of student's objectives.	1	2	3	4	5	NA
3.	Functioned as a resource person, consultant, & role model.	1	2	3	4	5	NA
4.	Provided student with evaluation about professionalism.	1	2	3	4	5	NA
5.	Was available to the student in a timely manner.	1	2	3	4	5	NA

Comments

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Return Completed Forms

FAX TO: FAX: 406-265-3772 Phone: 800-662-6132 Email: _____ MSU-N Instructor's Email Address	Or MAIL TO: _____ MSU-N Instructor's Name MSU-Northern Department of Nursing P.O. Box 7751 Havre, MT 59501
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APPENDIX F:

**MSU-NORTHERN DEPARTMENT OF NURSING
CLINICAL EVALUATION CRITERIA
NRS 302: COMMUNITY NURSING CLINICAL**

CLINICAL WRITTEN WORK RATINGS

5	INDEPENDENT	Outstanding effort and thought are obvious. All required areas are addressed in a complete and thorough manner. Information is accurate and presentation is professional in appearance. Assignments are turned in on or before due date.
4	SUPERVISED	Overall, written work is complete and accurate but lacks depth. Considerable thought and effort is evident. Presentation is professional in appearance. Assignments are turned in on or before the due date.
3	ASSISTED	Most of the assigned areas are addressed but there are obvious gaps. Information is missing and/or not factual. Presentation is acceptable but improvement needed. Assignments are turned in per faculty instructions.
2	MARGINAL	Large or important pieces of information are missing and/or not factual. Little effort or thought is evident. Presentation is non-professional.
1	DEPENDENT	Most of the information that was required has not been completed. Assignments are turned in greater than 48 hrs. late.

CLINICAL PERFORMANCE EVALUATION CRITERIA

SCALE/LABEL	STANDARD PROCEDURE	PERFORMANCE QUALITY	ASSISTANCE
INDEPENDENT 5	Safe Accurate	Proficient, coordinated, confident. Expedient use of time.	Without Direction
SUPERVISED 4	Safe Accurate	Efficient, coordinated, confident. Expedient use of time.	With occasional physical or verbal direction
ASSISTED 3	Mostly safe and accurate	Partial demonstration of skills. Inefficient or uncoordinated. Delayed time expenditure.	Frequent verbal and/or physical direction
MARGINAL 2	Questionable safe and questionable accurate	Unskilled and inefficient. Considerable and prolonged time expenditure.	Continuous verbal and/or physical direction
DEPENDENT 1	Unsafe Inaccurate	Unable to demonstrate procedures. Lacks confidence, coordination and efficiency.	Continuous verbal and/or physical direction

PERFORMANCE RATINGS MUST BE 4 OR ABOVE TO RECEIVE A PASSING GRADE FOR THE COURSE IN BOTH WRITTEN AND CLINICAL EVALUATION AREAS.

NRSG 302: COMMUNITY NURSING CLINICAL: CLINICAL EVALUATION FORM

Student Comments:	Midterm Grade	Final Grade	Preceptor Comments:
Objective 1: Apply the concepts health education to provide promotion offerings in community settings.			
Implement appropriate nursing care, critical thinking, and teaching plans based on safe, evidence-based nursing practice of individuals, families, groups or communities.			
Objective 2: Demonstrate basic competency in caring for patients in selected community/public health nursing practice settings			
Respect diverse perspectives of individuals, groups and communities.			
Utilize current resources and evidence-based findings when performing a community assessment.			
Objective 3: Utilize theory, nursing research, and evidence-based practice models in the delivery of nursing care, disease prevention, and the promotion of health and well-being to individuals, families, communities and diverse populations.			
Integrate evidence-based practice while critiquing the impact of current issues and trends in health care delivery on communities and at-risk groups.			
Analyze strategies to improve collaboration and leadership skills in community health.			
Objective 4: Demonstrate effective inter-professional communication and collaboration with a multidisciplinary healthcare team for the improvement of patient outcomes.			
Engage in professional dialogue with student peers, course instructors, preceptors and other interdisciplinary team members.			
Manage data, information and use of technology while protecting confidentiality of health records.			

SUMMARIZE MID TERM EVALUATION FINDINGS

<u>CLINICAL GRADE</u>	
S	U

Student Signature _____ Date _____

Faculty Signature _____ Date _____

Preceptor Signature _____ Date _____

SUMMARIZE FINAL EVALUATION FINDINGS

<u>FINAL CLINICAL GRADE</u>	
S	U

Student Signature _____ Date _____

Faculty Signature _____ Date _____

Preceptor Signature _____ Date _____

**MSU-NORTHERN DEPARTMENT OF NURSING
CLINICAL EVALUATION CRITERIA
NRS 464: LEADERSHIP AND MANAGEMENT FOR THE RN CLINICAL**

CLINICAL WRITTEN WORK RATINGS

5	INDEPENDENT	Outstanding effort and thought are obvious. All required areas are addressed in a complete and thorough manner. Information is accurate and presentation is professional in appearance. Assignments are turned in on or before due date.
4	SUPERVISED	Overall, written work is complete and accurate but lacks depth. Considerable thought and effort is evident. Presentation is professional in appearance. Assignments are turned in on or before the due date.
3	ASSISTED	Most of the assigned areas are addressed but there are obvious gaps. Information is missing and/or not factual. Presentation is acceptable but improvement needed. Assignments are turned in per faculty instructions.
2	MARGINAL	Large or important pieces of information are missing and/or not factual. Little effort or thought is evident. Presentation is non-professional.
1	DEPENDENT	Most of the information that was required has not been completed. Assignments are turned in greater than 48 hrs. late.

CLINICAL PERFORMANCE EVALUATION CRITERIA

SCALE/LABEL	STANDARD PROCEDURE	PERFORMANCE QUALITY	ASSISTANCE
INDEPENDENT 5	Safe Accurate	Proficient, coordinated, confident. Expedient use of time.	Without Direction
SUPERVISED 4	Safe Accurate	Efficient, coordinated, confident. Expedient use of time.	With occasional physical or verbal direction
ASSISTED 3	Mostly safe and accurate	Partial demonstration of skills. Inefficient or uncoordinated. Delayed time expenditure.	Frequent verbal and/or physical direction
MARGINAL 2	Questionable safe and questionable accurate	Unskilled and inefficient. Considerable and prolonged time expenditure.	Continuous verbal and/or physical direction
DEPENDENT 1	Unsafe Inaccurate	Unable to demonstrate procedures. Lacks confidence, coordination and efficiency.	Continuous verbal and/or physical direction

PERFORMANCE RATINGS MUST BE 4 OR ABOVE TO RECEIVE A PASSING GRADE FOR THE COURSE IN BOTH WRITTEN AND CLINICAL EVALUATION AREAS.

NRS 464: LEADERSHIP AND MANAGEMENT FOR THE RN CLINICAL: CLINICAL EVALUATION FORM

Student Comments:	Midterm Grade	Final Grade	Preceptor Comments:
Objective 1: Analyze various management styles as they relate to nursing practice.			
Differentiate between leadership and management functions and describe situations in which each leadership function is used appropriately.			
Discuss characteristics of the authoritative, democratic and laissez-faire leadership styles.			
Provide leadership with sensitivity and respect for the diversity of human experience.			
Objective 2: Utilize evidence-based findings to implement change that improves the quality and safety in health care organizations.			
Demonstrate principles of leadership involved in professional nursing practice when implementing change, resolving conflict and developing a budget.			
Discuss evidence-based practice findings used when evaluating nursing staff in an organization or department.			
Objective 3: Collaborate with other health care professional and clients in a health care organization utilizing the communication skills needed for a multicultural and generational workforce to manage conflict and promote a culture of safety.			
Engage in professional dialogue with student peers, course instructors, preceptors and other interdisciplinary team members when providing leadership.			
Utilize evidence-based findings when recognizing economic, legal and ethical factors influencing the delivery of client care.			
Conducts self in a professional manner and engages in self-reflection.			

SUMMARIZE MID-TERM EVALUATION FINDINGS

<u>CLINICAL GRADE</u>	
S	U

Student Signature _____ Date _____

Faculty Signature _____ Date _____

Preceptor Signature _____ Date _____

SUMMARIZE FINAL EVALUATION FINDINGS

<u>FINAL CLINICAL GRADE</u>	
S	U

Student Signature _____ Date _____

Faculty Signature _____ Date _____

Preceptor Signature _____ Date _____

APPENDIX G:**DEPARTMENT OF NURSING DIRECTORY****Department of Nursing Directory****Interim Dean of College of Health Sciences**

Dr. Jaime Duke DNP, RN	jaime.duke@msun.edu	406-265-3582
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Administrative Staff

Debbie Winegar	deborah.winegar@msun.edu	406-265-4196
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Faculty

Kasthuri Udayakumar DNP, RN	kasthuri.udayakumar@msun.edu	406-265-3529
-----------------------------	--	--------------

Frank Zuccala, DNP, RN	frank.zuccala@msun.edu	406-265-3591
------------------------	--	--------------

Jennifer Pula	Jennifer.pula@msun.edu	406-265-3748
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Adjunct Nursing Faculty

Carmen Salveson MSN, RN	carmen.salveson@msun.edu	406-265-4196
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APPENDIX H:
THE DEPARTMENT OF NURSING ACKNOWLEDGEMENT FORM:



Department of Nursing Acknowledgement Form

The Following form needs to be signed and returned to the Department of Nursing by the first day of class. If it is not turned in, you will be unable to attend lab or clinical. It is recommended that you retain a signed copy for your own records.

Please initial each line and sign at the bottom:

I acknowledge receipt of the **(check one)** _____ ASN or _____ RN to BSN Completion Program Student Handbook. I understand that it's my responsibility to read and follow the policies of the Department of Nursing as outlined in the Nursing Student Handbook. The Nursing Faculty and Director are available to answer any questions that may arise.

_____ I have read through the *Nursing Student Functional Expectations* section of this handbook and I am aware that it is my responsibility to seek out reasonable accommodations if I am unable to fully meet those functional expectations. I understand that admission, progression and graduation may not occur if I cannot meet the functional expectations of a nursing student at MSU-Northern.

I agree / I disagree **(circle one)** that my completed assignments, papers, discussion threads, presentations, etc. can be reviewed by accrediting and licensing bodies as part of the evidence required for systematic program review. All identifying information (such as your name) will be removed prior to review.

_____ NURSING COURSES CONFIDENTIALITY AGREEMENT: Students enrolled in the Department of Nursing must protect confidential client, family and facility information. It is the professional obligation of every student to protect and maintain confidentiality. All client information is considered confidential. It is the ethical and legal responsibility of all students to comply with all confidentiality requirements of MSU-Northern, and agencies partnering with the Department of Nursing for all nursing educational experiences.

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

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

Printed Name: _____

Signature: _____

ASN or RN-BSN Student

Date: _____

APPENDIX I:

Needlestick Policy and Post-Exposure Plan

Students must immediately report any exposure to pathogens to their clinical instructor or nurse preceptor. The student will be evaluated in the nearest emergency or occupational health facility. The Needle Stick Policy and Post- Exposure prophylaxis regimen will conform to current CDC guidelines. These guidelines can be accessed at https://www.cdc.gov/niosh/newsroom/feature/needlestick_disposal.html . A copy of this document is on file in the Nursing Program office.

Financial Responsibility

- Financial responsibility for any recommended testing and treatment rests with the student alone. All students must show proof of health insurance prior to enrollment each year. This is uploaded to student CastleBranch account.
- A student who suspects or has a confirmed accidental exposure to blood and/or body fluids must follow this protocol and immediately report the exposure.
- An accidental exposure is defined as a
 1. Needle stick or cut caused by a needle or sharp instrument that was actually or potentially contaminated with blood or body fluids.
 2. Mucous membrane (splash to the eye or mouth) exposure to blood or body fluids.
 3. Cutaneous exposure involving large amounts of blood or prolonged contact with blood, especially when the exposed skin was chapped, abraded, or afflicted with dermatitis.

Upon exposure the immediate procedure is:

1. For a needlestick or other broken skin exposure
 - Wash needlesticks and cuts with soap and water.
 - Flush splashes to the nose, mouth, or skin with water.
 - Irrigate eyes with clean water, saline, or sterile irrigants.
 - Report the incident to your supervisor
 - Following first aid treatment, notify your clinical instructor. If in a precepted clinical setting or community site, immediately notify your clinical preceptor, and then notify your clinical instructor or the Nursing Program.
 - You must be seen by medical personnel within one hour following exposure. You will follow the protocol at each of these institutions for accidental exposure. **It is imperative that you are seen within one hour following exposure.**
 - The hospital protocols will allow for an assessment of the exposure risk, post-exposure prophylaxis (PEP), and counseling. Follow-up counseling and evaluation will be available for at least 6 months after exposure.
 - The financial responsibility for any recommended testing and treatment rests with the student.
 - **On the next required class day, the student must contact the MSU-Northern Nursing Program Accidental Exposure designated officer (Jaime Duke) to complete required paperwork.**
 - Students should tell others about their exposure only on a need-to-know basis. The source of exposure and any patient information you have must be kept confidential.
- Link to paperwork to be filled out with the MSU-Northern COHS Director of Nursing:
<https://rmt.d.mt.gov/claims/reportincidentform>

By signing the student understands this policy and their financial responsibility:

Signature of RN to BSN Student: _____ Date: _____
 (Please sign and return to the Department of Nursing Office for your File)