

MINNESOTA STATE UNIVERSITY MOORHEAD

BSN Program

STUDENT HANDBOOK | 2024-2025



MTM
Nursing



MINNESOTA STATE UNIVERSITY
MOORHEAD®

[MNSTATE.EDU/NURSING](https://mnstate.edu/nursing)

Table of Contents

Forward	4
Minnesota State University Moorhead Undergraduate Nursing Program Accreditation	4
BSN Curriculum Plan	5
BSN Concepts.....	5
BSN Competency Statements.....	5
BSN Program Plan Summer Cohort Start	6
BSN Program Plan Fall Cohort Start	7
Graduation Requirements	8
Program Milestones	8
Welcome Ceremony.....	8
Pinning Ceremony	8
Student Learning Outcomes and Professional Standards and Guidelines	9
MinnState Nursing Performance Standards	10
Nursing Student Expectations & Guidelines	12
Professional & Behavioral Expectations	12
Communication Expectations	13
Safety Expectations.....	13
Clinical and Laboratory Expectations	14
Attendance	15
Nursing Dress Code.....	16
Clinical Verifications	17
Grading	18
General Test Taking Information	18
ATI Integration Guidelines	19
BSN Academic Progression Policy	20
Successful Academic Progress	20
Unsuccessful Academic Progress.....	20
Program Re-entry Process	21
BSN Dismissal Policy and Procedure	22
Program Dismissal	22
Behavioral Alert System Policy	23
Minor Incident Reporting and Procedure.....	23
Critical Incident Reporting and Procedure	24

Student Grievance, Complaints, and Appeal Policy 25
Curricular Practical Training Policy 26
Important Contact Information..... 27
Appendix A 28
 Behavioral Alert Algorithm..... 28
Appendix B 29
 Coaching Opportunity Form 29
Appendix C 30
 Undergraduate Nursing Critical Incident Report Form 30
Appendix D 31
 Undergraduate Nursing Appeal Form 31
References..... 32

Forward

This handbook has been prepared for students enrolled in the Minnesota State University Moorhead (MSUM) Bachelor of Science in Nursing (BSN) program addressing policies and standards.

Disclaimer: This handbook is subject to change at any time. Students will be notified of changes to this handbook. Students are responsible to adhere to information in the handbook.

The [MSUM Student Handbook](https://www.mnstate.edu/student-handbook/) (<https://www.mnstate.edu/student-handbook/>) addresses the policies for all students at the University, including nursing students. *Nursing students must refer to the MSUM Student Handbook for **all** information that is not specific to the nursing program.*

Minnesota State University Moorhead Undergraduate Nursing Program Accreditation

The undergraduate nursing programs at Minnesota State University Moorhead are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

Minnesota State University Moorhead is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools.

The material in this handbook may not be copied in whole or in part without the written consent of the School of Nursing and Healthcare Leadership at Minnesota State University Moorhead.

BSN Curriculum Plan

The BSN Curriculum Plan is a year-round concept-based curriculum which spirals concepts throughout nursing courses. Nursing courses are sequential due to the teaching and learning methodology. MSUM's BS in Nursing is designed as an 8-semester program; two semesters of pre-requisites followed by six semesters of nursing and related requirements.

BSN Concepts

The Curriculum Plan includes concepts that are spiraled throughout the curriculum.

Macro-Concepts

- Foci of Care (example: health promotion, acute or chronic care, end of life)
- Professional Integrity (example: clinical judgement, leadership, ethical comportment)
- Psychosocial Integrity (example: family dynamics, grief and loss)
- Physiological Integrity (example: mobility, oxygenation, pain)
- Lifespan/Growth and Development

Curricular Concepts

- Professional Development and Identity
- Collaborative Practice
- Safety
- Holism
- Communication/Informatics
- Evidence-Based Practice & Quality Improvement
- Diversity and Culture

BSN Competency Statements

Competencies describe the knowledge, skills and attitudes expected upon graduation and are categorized according to the nine baccalaureate essentials (AACN, 2024). The competencies are leveled for the baccalaureate degree completion points. A hallmark of the competency model is a spiral approach to teaching and learning. Competencies are revisited throughout the curriculum with increasing levels of difficulty and with new learning building on previous learning.

- A competent nurse develops insight through reflection, self-analysis, self-care, and lifelong learning.
- A competent nurse demonstrates leadership as part of a health care team.
- A competent nurse effectively uses leadership principles, strategies and tools.
- A competent nurse locates, evaluates, and uses the best available evidence.
- A competent nurse utilizes information technology systems including decision support systems to gather evidence to guide practice.
- A competent nurse practices within, utilizes and contributes to the broader health care system.
- A competent nurse practices relationship-centered care.
- A competent nurse communicates effectively.
- A competent nurse's personal and professional actions are based on a set of shared core nursing values.
- A competent nurse makes sound clinical judgments.

BSN Program Plan | Summer Cohort Start

Year 1 (Pre-Nursing)			
Fall (Semester 1)	CR	Spring (Semester 2)	CR
ENGL 101 English Composition (LASC 1B)	3	COMM 285 Intercultural Communication <i>or</i> NURS 342 Interdisciplinary Care of Diverse Populations (LASC 7)	3
PSY 113 General Psychology (LASC 5)	3	PSY 202 Developmental Psychology	3
CHEM 110 Intro to Chemistry (LASC 3)	3	BIOL 236 Fundamentals of Microbiology + Lab (LASC 3)	4
BIOL 125 Human Anatomy & Physiology I + Lab (LASC 3)	4	BIOL 126 Human Anatomy & Physiology II + Lab	4
FYE 101 First Year Experience	1		
Total	14	Total	14

Year 2					
Summer (Semester 3)	CR	Fall (Semester 4)	CR	Spring (Semester 5)	CR
NURS 250 Foundations of Professional Nursing	4	NURS 260 Chronic & Palliative Care	3	NURS 330 Acute & Complex Care	3
NURS 252 Foundations of Professional Nursing Clinical (2cr) & Laboratory Experiences (2cr)	4	NURS 262 Chronic & Palliative Care Clinical (3cr) & Laboratory Experiences (1cr)	4	NURS 332 Acute & Complex Care Clinical (3cr) & Laboratory Experiences (1cr)	4
NURS 275 Nutrition for Nursing	2	NURS 285 Pathophysiology & Pharmacology I: Chronic Disease	4	NURS 362 Pathophysiology & Pharmacology II: Acute Disease	4
LASC General Education Requirement	3	LASC General Education Requirement	3	NURS 364 Nursing Leadership I (credits: 3 theory/1 clinical)	4
		LASC General Education Requirement	3		
Total	13	Total	17	Total	15

Year 3					
Summer (Semester 6)	CR	Fall (Semester 7)	CR	Spring (Semester 8)	CR
NURS 406 Nursing Care of the Family (credits: 3 theory/1 clinical)	4	NURS 459 Population-Based Care (credits: 5 theory/2 clinical)	7	NURS 492 Integrative Seminar & Practicum (credits: 4 theory/3 clinical)	7
NURS 444 Evidence-Based Nursing Practice (WI)	4	NURS 464 Nursing Leadership II (WI)	4	Nursing Related Requirement: SUST 485 Global Health Perspectives (WI; LASC Goal 8)	3
LASC General Education Requirement	3	Nursing Related Requirement: ENGL 286 (WI), ENGL 387 (WI), or COMM 414	3	LASC General Education Requirement	3
LASC General Education Requirement	3	LASC General Education Requirement	3	LASC General Education Requirement	3
Total	14	Total	17	Total	16

*Program Credits: 65 nursing; 55 prerequisites/LASC General Education = 120 credits

*All NURS courses must be taken in sequence; LASC General Education and Related Requirements may be taken in any sequence

*Students should consult with their academic advisor and refer to the Degree Audit Report (DAR) for official graduation requirements

BSN Program Plan | Fall Cohort Start

Year 1 (Pre-Nursing)			
Fall (Semester 1)	CR	Spring (Semester 2)	CR
ENGL 101 English Composition (LASC 1B)	3	COMM 285 Intercultural Communication <i>or</i> NURS 342 Interdisciplinary Care of Diverse Populations (LASC 7)	3
PSY 113 General Psychology (LASC 5)	3	PSY 202 Developmental Psychology	3
CHEM 110 Intro to Chemistry (LASC 3)	3	BIOL 236 Fundamentals of Microbiology + Lab (LASC 3)	4
BIOL 125 Human Anatomy & Physiology I + Lab (LASC 3)	4	BIOL 126 Human Anatomy & Physiology II + Lab	4
FYE 101 First Year Experience	1		
Total	14	Total	14

Year 2					
Fall (Semester 3)	CR	Spring (Semester 4)	CR	Summer (Semester 6)	CR
NURS 250 Foundations of Professional Nursing	4	NURS 260 Chronic & Palliative Care	3	NURS 406 Nursing Care of the Family (credits: 3 theory/1 clinical)	4
NURS 252 Foundations of Professional Nursing Clinical (2cr) & Laboratory Experiences (2cr)	4	NURS 262 Chronic & Palliative Care Clinical (3cr) & Laboratory Experiences (1cr)	4	NURS 444 Evidence-Based Nursing Practice (WI)	4
NURS 275 Nutrition for Nursing	2	NURS 285 Pathophysiology & Pharmacology I: Chronic Disease	4	LASC General Education Requirement	3
LASC General Education Requirement	3	LASC General Education Requirement	3	LASC General Education Requirement	3
LASC General Education Requirement	3	LASC General Education Requirement	3		
Total	16	Total	17	Total	14

Year 3					
Fall (Semester 5)	CR	Spring (Semester 7)	CR	Summer (Semester 8)	CR
NURS 330 Acute & Complex Care	3	NURS 459 Population-Based Care (credits: 5 theory/2 clinical)	7	NURS 492 Integrative Seminar & Practicum (credits: 4 theory/3 clinical)	7
NURS 332 Acute & Complex Care Clinical (3cr) & Laboratory Experiences (1cr)	4	NURS 464 Nursing Leadership II (WI)	4	Nursing Related Requirement: SUST 485 Global Health Perspectives (WI; LASC Goal 8)	3
NURS 362 Pathophysiology & Pharmacology II: Acute Disease	4	Nursing Related Requirement: ENGL 286 (WI), ENGL 387 (WI), or COMM 414	3	LASC General Education Requirement	3
NURS 364 Nursing Leadership I (credits: 3 theory/1 clinical)	4	LASC General Education Requirement	3		
Total	15	Total	17	Total	13

*Program Credits: 65 nursing; 55 prerequisites/LASC General Education = 120 credits

*All NURS courses must be taken in sequence; LASC General Education and Related Requirements may be taken in any sequence; Semesters 5 and 6 are flipped for Fall starts

*Students should consult with their academic advisor and refer to the Degree Audit Report (DAR) for official graduation requirements

Graduation Requirements

1. Students must complete all nursing courses in sequence, including meeting all MSUM Graduation Requirements.
2. Students must request the link to the online Application for Graduation in the first two weeks of the anticipated semester of graduation from their advisor. If students are graduating in a summer semester, they will complete the graduation application in the first two weeks of the spring semester. Students must notify their academic advisor if they have not received access to the online Application for Graduation via their MSUM email account.
3. BSN students are encouraged to participate in commencement. Spring and summer graduates walk at the spring commencement ceremony.
4. The student's degree audit has been prepared to assist in determining academic progress at MSUM. While reasonable efforts have been made to ensure its accuracy, final responsibility for meeting graduation requirements resides with the student. For further information contact your advisor or the Registrar's Office, Owens Hall 210, 218-477-2565.

Program Milestones

Welcome Ceremony

The Welcome Ceremony is a symbolic opportunity for new nursing students to be welcomed into the nursing program. The Welcome Ceremony traditionally takes place at Program Orientation.

Pinning Ceremony

MSUM Nursing Program celebrates the accomplishment of completing the Bachelor's Degree in Nursing with a Pinning Ceremony. The Pinning Ceremony takes place at the culmination of nursing courses.

Student Learning Outcomes and Professional Standards and Guidelines

Curricular Concepts	Semester PSLOs	AACN Essentials (selected domains from Essentials)	QSEN	American Holistic Nurses Association
Professional development and identity Holism	Integrate reflection, self-analysis, self-care, and lifelong learning into nursing practice.	# 1-Knowledge for Nursing Practice # 2-Person Centered Care # 6-Interprofessional Partnerships # 9-Professionalism # 10-Personal, Professional, and Leadership Development	Teamwork and Collaboration	Core Value # 1 – holistic philosophies, theories, and ethics Core Value # 5-holistic nurse self-reflection and self-care
Safety Collaborative Practice Evidence Based Practice & Quality	Demonstrate leadership skills to enhance quality nursing care and improve health outcomes.	# 1-Knowledge for Nursing Practice # 2-Person Centered Care # 4-Scholarship for Nursing Practice # 5-Quality and Safety # 6-Interprofessional Partnerships # 7-Systems-Based Care # 9-Professionalism # 10-Personal, Professional, and Leadership Development	Safety Quality Improvement Teamwork and Collaboration	Core Value # 1 – holistic philosophies, theories, and ethics Core Value # 3-holistic communication, therapeutic environment, and cultural diversity
Informatics Evidence Based Practice & Quality	Evaluate best available evidence utilizing informatics to guide decision making.	# 1-Knowledge for Nursing Practice # 2-Person Centered Care # 3-Population Health # 4-Scholarship for Nursing Practice # 8-Information and Healthcare Technologies	Informatics Evidence based practice	Core Value # 4 – holistic education and research
Collaborative practice	Collaborate with inter- professional teams to provide services within the broader health care system.	# 1-Knowledge for Nursing Practice # 3-Population Health # 6-Interprofessional Partnerships # 7-Systems-Based Care # 9-Professionalism # 10-Personal, Professional, and Leadership Development	Teamwork and Collaboration Quality Improvement	Core Value # 3 – holistic communication, therapeutic environment, and cultural diversity.
Safety Diversity & Culture Collaborative Practice Informatics	Adapt communication strategies to effectively respond to complex situations.	# 1-Knowledge for Nursing Practice # 2-Person Centered Care # 3-Population Health # 5-Quality and Safety # 7-Systems-Based Care # 8-Information and Healthcare Technologies	Patient centered care Safety	Core Value # 2 – holistic caring process
Evidenced-Based Practice & Quality Improvement	Promote ethical practice and research within the nursing discipline and organizational and political environments.	# 1-Knowledge for Nursing Practice # 2-Person Centered Care # 4-Scholarship for Nursing Practice # 9-Professionalism # 10-Personal, Professional, and Leadership Development	Evidence based practice Quality Improvement	Core Value # 4 – holistic education and research
Diversity and Culture Holism	Practice holistic, evidence- based nursing care including diverse and underserved individuals, families, communities, and populations	# 1-Knowledge for Nursing Practice # 2-Person Centered Care # 3-Population Health # 7-Systems-Based Care # 9-Professionalism	Patient centered care Evidence based practice	Core Value # 2 – holistic caring process

MinnState Nursing Performance Standards

The system of Minnesota State Colleges provides the following examples of performance standards that registered nursing students are required to meet and maintain to provide safe and effective care, to be successful and progress in nursing programs. The standards are based on The Minnesota Nurse Practice Act. The examples listed are for illustrative purposes only and are not intended to be a complete list of all tasks in a nursing program.

Students with documented disabilities may request accommodations. Please contact the [Accessibility Resource Center](#).

Requirements	Standards	Examples include but are not limited to:
Critical-thinking Skills	Critical thinking ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation	<ul style="list-style-type: none"> • Ability to assess, plan, implement, and evaluate care. • Organize workload to manage time effectively and prioritize the delivery of client care. • Use resources effectively to understand the evidence, context of situations, and perspectives (their own and others) to make logical and informed decisions. • Possess problem-solving skills, including the ability to reason, measure, calculate and use data to make decisions in time-pressured environment. • Assimilate information from class, lab and clinical to demonstrate achievement of learning outcomes. • Ongoing demonstration of skills mastery while integrating and mentally sorting new information.
Interpersonal Skills	Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families, and groups	<ul style="list-style-type: none"> • Maintain and protect client confidentiality and privacy. • Establish professional and ethical relationships with others. • Accept feedback and integrate new understanding into behavior. • Display personal accountability, integrity, understanding that student behavior affects others. • Practice the ability to delegate. • Promote a team-building environment. • Provide effective and therapeutic care in a variety of cultural settings. • Convey empathy, compassion and sensitivity in interactions and relationships.
Psychomotor Skills	Psychomotor skills sufficient for providing safe, effective nursing care	<ul style="list-style-type: none"> • Move about client's room and/or workspaces to complete client assessment. • Administer rescue procedures - cardiopulmonary resuscitation. • Demonstrate the ability to work for long periods. • Safely use and calibrate equipment in a variety of settings. • Perform procedures necessary to safely admit, transfer, or discharge a client. • Prepare and administer medications and treatments. • Perform nursing skills safely and efficiently.
Assessment Skills	Assessment skills sufficient for providing safe, effective nursing care	<ul style="list-style-type: none"> • Ability to provide comprehensive assessment of client's health status through collection and synthesis of data to establish baseline status for client. • Ability to integrate assessment information to form a plan of care. • Recognize emergent needs; perform appropriate targeted assessment, interventions and evaluation. • Assume accountability for delivered care; recognize limits of knowledge, skills and licensure scope. • Understand and process healthcare provider orders according to assessment data, evaluate effectiveness of interventions and communicate with members of the healthcare team. • Demonstrate distinction between provider-dependent and independent nursing interventions.

Emotional-Behavioral Skills	Demonstrates appropriate behavior to function effectively under stress and assume accountability for one's actions	<ul style="list-style-type: none"> • Demonstrate emotional stability while encountering a wide variety of emotions in self and others. • Communicate empathy, recognize own values, attitudes, beliefs, emotions, and experiences affect perceptions and relationships with others. • Personal flexibility to adapt to rapidly changing environments. • Ability to apply sound judgement in pressured situations.
Professional Conduct Skills	Process attributes that include compassion, altruism, integrity, honesty, responsibility, and tolerance	<ul style="list-style-type: none"> • Provide safe and effective care to patients along the age continuum without regard to disability, ethnic origin, gender status or social standing. • Recognize and preserve individual human dignity. • Advocate for the client's best interest. • Demonstrate professional accountability and ability to work in hierarchical environment. • Demonstrate intent to follow the ANA Code of Ethics. • Practice participation in development of healthcare policies and procedures. • Demonstrate understanding of nursing theory and practice.
Environmental Stressors	Other considerations	<ul style="list-style-type: none"> • Ability to work with infectious agents and blood-borne pathogens. • Ability to work in an area with potential chemical and radiation hazards, potential allergens such as latex. • Ability to work in areas of potential violence. • Ability to work in close proximity to others.
Other	Sensory	<ul style="list-style-type: none"> • Visual and auditory ability to perform assessments, safe nursing care, and meet program outcomes.

Nursing Student Expectations & Guidelines

Nursing is a profession where those giving care impact directly upon the life and well-being of the patient and their family. Therefore, every nursing student is expected to demonstrate competent and safe patterns of behavior which are consistent with professional responsibilities and are deserving of the public's trust. The following standards articulate the goals, professional values, and ethical principles that direct the profession of nursing by which behavior is guided and evaluated.

- *American Nurses Association (ANA) Code of Conduct (ANA, 2018)*
- *American Nurses Association Code of Ethics for Nurses with Interpretive Statements (ANA, 2015)*

Students who fail to conform to reasonable standards of performance and behavior in the classroom, online, in the laboratory setting, in the clinical setting, as well as on campus and within the community will result in the student receiving a critical incident and/or meeting with the Nursing Progressions Committee depending on the severity of the incident.

Professional & Behavioral Expectations

Nursing students are responsible for their own actions, as they affect all class members and ultimately those whom they serve. It follows that all responsibility for honesty in learning, which is basic to competence and thus patient safety (as expressed in the ANA Code of Ethics for Nurses), is a moral and legal responsibility of the student regarding their own actions and the actions of other members of the group. As an MSUM student, you are expected to adhere to **all** MSUM Policies and Procedures.

- Cheating and plagiarism are not acceptable and will not be tolerated. Please review the MSUM [Academic Honesty Policy](#).
- It is not permissible for students to use their mobile device during class/lab/clinical time. Students may be allowed to check their mobile device when on a designated break and per agency policy.
- Faculty approval must be received prior to any video or pictures taken during class, clinical, or lab.
- Maintain a respectful and cooperative relationship with faculty, clinical preceptors, mentors, patients, families, and others you may interact with in all care and education environments.
- While class, clinical, and lab are in session, individual side conversations are disrespectful and disruptive. Instructors reserve the right to ask students to leave the classroom if their private discussions become disruptive.
- Use touch in a way that is appropriate to the nursing task, and a professional therapeutic versus a personal social relationship.
- Adhere to confidentiality requirements.
- No children or guests are allowed during class, clinical or lab.

Communication Expectations

- Demonstrate honesty and integrity in all communication and behavior.
- Communicate professionally with peers, nursing staff, healthcare team members and instructors.
- Provide accurate, truthful reporting and documentation of information.
- Utilize therapeutic communication with clients, families, and facility staff.
- Recognize and maintain professional boundaries which distinguish a therapeutic relationship from a personal/social relationship.
- Communicate professionally in writing (e.g., accurately reflects the patient's condition, addresses all patient priorities, uses correct spelling, grammar and syntax, etc.).
 - Note: The only title and format which may be used when acting in the capacity of a student in the Nursing Program for your signature on clinical documents is:
Your Name, SN, MSUM.
- Professional email communication using your MSUM email is expected, beginning with a salutation, complete sentences, and signed with your name.
- Report unethical and/or unprofessional behavior to faculty.
- Students may not post or share information about their clinical sites and clinical experiences via social media or other online outlets.
- Do not disclose confidential information about the nursing program, the University, its employees, or its students.
- Content that is defamatory, harassing, libelous or inhospitable to a reasonable academic standard is not tolerated. Social media and other online outlets may be used to investigate student behavior.

Safety Expectations

A priority focus in all learning settings is safety. Students are expected to participate in learning activities in a manner that is not physically or psychologically threatening to the safety of the client, self, or others. Any behaviors that interfere with this expected level of student performance are considered unsafe.

Any behavior deemed inconsistent with professional responsibilities, conduct and/or unsafe behavior are addressed as an academic issue and will result in the student receiving a critical incident and/or meeting with the Nursing Progressions Committee depending on the severity of the incident.

- Accept responsibility for providing safe care including physiological and psychological safety (Examples include but are not limited to: report a medication error, follow institutional policies and guidelines, communicate patient concerns to appropriate individual in a timely manner, question a medical order and/or care interventions when in doubt).
- Do not attend class, lab or clinical if you have a contagious illness. You must notify faculty in advance.
- Immediately report injuries and safety concerns to faculty.

Any skill requiring invasive procedure, sterile technique and/or preparation, and administration of medications or solutions without instructor supervision, unless otherwise directed, is considered unsafe clinical behavior. Please see semester-specific clinical expectations within each course.

Clinical and Laboratory Expectations

- When appropriate, complete preparation as assigned and/or show evidence of preparation for clinical prior to the experience and complete clinical assignments within designated period.
- Lab equipment must remain in the practice lab unless permission has been approved by the lab faculty and/or the Nursing Lab & Simulation Assistant.
- Lab computers are to be used only for instructional purposes.
- Lab and simulation substances used are **NOT** intended for human ingestion, inhalation, or application.
- Students may **not** contact clinical sites to arrange clinical experiences.
- Gum chewing and eating is prohibited in the clinical area and during simulation or skills labs.
- Smoking is not allowed at MSUM or at clinical sites. Smoking includes smokeless tobacco products (e-cigarettes), carrying a lighted cigar, cigarette, pipe or any other lighted tobacco or plant product intended for inhalation.

Attendance

Minnesota State University Moorhead expects students to complete all course requirements, which are expected to include class attendance either in person or online, as appropriate. However, it is recognized that absences can occur through events outside of the student's control. This creates a need to determine what is considered an excused absence and what follow-up actions should occur to ensure that course-related student learning outcomes are maintained.

If there is a conflict between this policy and state or federal regulations, such as Title IX, then the state or federal regulation will be followed.

Please refer to the [MSU Moorhead Absence Policy](#).

If a student anticipates being absent for three or more consecutive days for reasons outside their control, the student will notify the Dean of Students Office for a University excused absence (deanofstudents@mnstate.edu).

Being absent because of a work-related situation, a non-emergent medical appointment, not remaining in compliance with all clinical verifications, etc. are not considered excused absences. Be sure you have a backup plan in the event of car issues, childcare, and other life situations.

Theory, Lab and Clinical Attendance

Attendance is mandatory to ensure clinical and class outcomes are met. Students must be present and on time for the entire scheduled learning experience. There are a significant number of team-based activities conducted in theory, lab and clinical; therefore, it is crucial that students attend all courses for the scheduled class period.

Students must notify faculty **30 minutes prior** to class, clinical or lab if they are going to be absent or late.

Due to absences, the student may be unable to successfully complete the requirements of the course. Ongoing patterns (one or more) of absenteeism, tardiness, or not staying for the entire scheduled experience, will result in a review of student progression in the course and/or program.

Theory

- It is the student's responsibility to complete all the required work in each course due to an absence.
- It is up to the discretion of the faculty to determine how missed assignments and exams will be graded.
- Students are responsible for obtaining all information verbalized or distributed during the scheduled class.

Lab

- It is the student's responsibility to communicate with the faculty regarding missed lab activities.
- It is up to the discretion of the faculty to determine how missed activities will be graded.
- All absences must be made up within one week of contacting the instructor unless otherwise arranged by course faculty.
- Failure to successfully complete all lab activities will result in failure of the lab and the course.

Clinical & Simulation

- An unexcused absence and/or tardiness in clinical or simulation will result in a failed clinical day. Make-up for an unexcused absence will be coordinated by the course faculty.
- If a student misses a clinical or simulation due to an excused absence, the course faculty and clinical coordinator will determine a make-up for the clinical or simulation experience on case-by-case basis.
- A student with more than one clinical failure may be issued a critical incident and/or be required to meet with the Progressions Committee.

Nursing Dress Code

Nursing students are required to wear specific attire in clinical and lab settings. Clinical sites reserve the right to require compliance with their institution's uniform policies. If the facility has a dress code that is different, students are responsible to adhere to the facility's code. Students cannot go to a health care facility posing as a student unless assigned to that facility, and then only in accordance with the nursing program dress code requirements.

The MSUM BSN program nursing dress code consists of the following:

- Nursing students are required to wear MSUM grey scrubs and student nurse photo ID in all clinical, simulation and lab settings unless otherwise instructed by faculty or clinical sites.
- Scrubs are to be clean, wrinkle and odor free, fit well and not drag on the ground. Undergarment should not be visible when bending.
- Solid white, black, or grey shirt may be worn **under** the scrub top. No hoodies, sweatshirts or other colored shirts are permitted.
- Hair and/or head coverings must not fall into the visual field.
- Grey nursing jacket is optional and is not to be worn during direct patient care activities.
- Nursing or athletic style shoes are to be worn. No sandals, open toed shoes, or slippers are permitted. Shoes and socks are to be clean.
- Hair must not obstruct the visual field or fall into or contaminate patient care areas.
- Jewelry and artificial beauty enhancements (nails, eyelashes, etc.) should not present a safety or infection control hazard.
- In general, any unprofessional attire (wardrobe, make-up, piercings, etc.) will be addressed by the clinical instructor and if not corrected, may result in disciplinary action.
- Clinical agency dress code policies will supersede MSUM Nursing Program dress code.

Clinical Verifications

To comply with Minnesota, federal, and agency clinical use contracts and requirements for MSUM's BSN program, students must verify all program requirements before program start and during enrollment in the program. Students must submit the required documentation of verifications prior to the deadline. Failure to submit this information prior to the deadline will result in the student's inability to attend clinical courses and would result in an unexcused clinical absence, impacting the student's grade and success in the course. If a student attends clinical with an expired verification, the student is subject to clinical failure and/or a critical incident. All requirements must remain valid for the duration of all clinical and practicum experiences. It is the student's responsibility to maintain the records. Some agencies may add requirements beyond what are currently required; in such case, students need to comply with the added clinical site requirement(s).

Where to Upload Required Verifications

Students in the MSUM BSN program are required to complete and submit all verifications to an electronic repository. Students are required to establish an account which provides a secure location to upload, track, monitor, and house all program verifications. To remain program compliant, it is the student's responsibility to remain current with verifications. Students who are non-compliant face risk of program dismissal. Students may also be required to upload verifications and complete additional onboarding requirements to other online repositories or directly to practice partners per agency agreements.

Liability Insurance

The University (through MinnState) provides liability insurance for nursing students only for when students/faculty function as students/faculty. Students are not covered by this liability insurance while practicing for pay, during personal volunteer work, or during any engagements other than in the student role.

Nursing students are encouraged to carry their own personal professional liability policies as practicing clinicians. Reasonable insurance rates may be obtained from insurance companies, e.g., the Nursing Service Organization (NSO), Mercer (through the ANA) and others.

Criminal Background Checks

National and State criminal background checks are required. A student who is disqualified from having patient contact based on results of a background check will be delayed in academic progression until qualified to provide direct care, or the student will be ineligible for a degree in this program.

For more information, please visit <https://mn.gov/boards/nursing/licensure/licensure/>.

Grading

The grading scale is as follows. Students desiring to appeal a grade must first attempt to do so informally at the program level. If the desired outcome is not achieved the student will follow the formal MSUM grade appeal process.

Grading Scale
95 – 100% = A
92 – 94.9% = A-
90 – 91.9% = B+
87 – 89.9% = B
85 – 86.9% = B-
83 – 84.9% = C+
<u>78 (minimum) – 82.9% = C</u>
75 – 77.9% = C-
72 – 74.9% = D
< or = to 71.9% = F

Incomplete Grades

The mark of Incomplete "I" is granted when students are unable to complete course requirements for reasons beyond their control, and when arrangements have been made with the instructor before the end of the semester. If an incomplete requires substantial class attendance in a subsequent term, the student must register to repeat the course and pay tuition and fees.

"I" grades are administered by completion of the "Incomplete Grade" form by the student and instructor. "I" grades must be completed by the finish of the next semester or they will change to "F". All "I" grades will be converted to an "F" before a degree is conferred. Grade changes may be submitted as outlined per MSU Moorhead Grading Policy.

General Test Taking Information

- Tests are the property of the MSUM nursing program. Students are not allowed to copy, share, or discuss test questions. Refer to the Professional & Academic Integrity Policy.
- All tests have a specific start time and time limit. If a student is late or absent, it is up to the discretion of the course faculty to determine whether the student is allowed to take the exam and there is a penalty for taking the exam late.
- All exams are required to be proctored, in-person or online, unless otherwise stated by course faculty. Students are expected to take exams in the delivery method determined by the faculty. Students must receive permission from faculty to take the test in alternative format.
- Approved testing accommodations through Accessibility Resources must be arranged in advance and communicated with course faculty for each exam. Exams must begin at the same time as scheduled in the course.
- Any actual or suspected of cheating or academic dishonesty should be reported to the instructor immediately.
- Review of test questions, remediation, or test question appeals are at the instructor's discretion.
- Note taking or any form of retaining the exam information is not allowed.
- Please see the course syllabus for specific rules and expectations related to course exams.

ATI Integration Guidelines

As an MSUM nursing student you will purchase ATI (Assessment Technologies Institute) products to supplement your education. Resources include review books, online tutorials, skills modules, simulation tools, practice exams, and other study materials specifically tailored to help students prepare for nursing skills, exams and NCLEX. ATI resources are utilized to reinforce key concepts taught in nursing courses. ATI's study resources are widely recognized for their comprehensive coverage and are frequently utilized by nursing students to enhance their critical thinking skills which increase their chances of success on exams and in clinical practice.

ATI Products in Courses/Lab/Simulation

Refer to each course syllabus for ATI assigned products which are integrated into each course. Professors assign modules, quizzes, practice exams, and case studies from ATI's suite of resources as part of coursework and overall course grade. These assignments help students reinforce classroom learning, apply theoretical knowledge to practical scenarios, and assess their understanding of key nursing concepts.

Dosage Calculation and Safe Medication Administration

Each nursing course integrates Dosage Calculation and Safe Medication Administration to help students learn safe medication administration improving comprehension and critical-thinking skills in relations to safely calculating medication dosages.

Calculation methods and practice modules are assigned along with practice and proctored assessment. Refer to each course syllabus for Dosage Calculation RN and Safe Medication Administration integration and grading.

Semester 3	NURS 250 NURS 275	Fundamentals
Semester 4	NURS 260 NURS 285	Nursing Care of Children Adult Med/Surg
Semester 5	NURS 330 NURS 362	Mental Health Critical Care
Semester 6	NURS 406	Maternal Newborn
Semester 7	NURS 464 NURS 459	
Semester 8	NURS 492	

Proctored Assessments/Comprehensive Predictor

Refer to each course syllabus for ATI Assessments and grading criteria integrated into each course. ATI Assessment schedule:

Semester 3	NURS 250	Fundamentals
Semester 4	NURS 260 NURS 285	Nursing Care of Children Mental Health
Semester 5	NURS 330 NURS 362	Adult Med/Surg Pharmacology
Semester 6	NURS 406 NURS 444	Maternal Newborn Nutrition
Semester 7	NURS 464 NURS 459	Leadership Community Health
Semester 8	NURS 492	Comprehensive Predictor

BSN Academic Progression Policy

Successful Academic Progress

1. Students must successfully complete all nursing (NURS) courses in the sequence identified on the BSN Curriculum Plan. Students must also complete all university-wide graduation requirements.
2. Progression in the nursing program requires a 78% or passing grade in all required NURS courses. See the grading scale below.
 - a. Earned points will be carried out two decimal points. There will be no rounding up of points to determine letter grades.
 - b. NURS 252, NURS 262, and NURS 332, students must receive passing grades in all experiential learning areas.
 - i. Due to the subjectivity of "passing grades", faculty reserve the right to determine whether a student receives an overall passing grade and should further specify this criterion in the course syllabus.
 - ii. Students must meet all competencies on the BSN Clinical/Experiential Evaluation Tool for each course. It is the responsibility of the faculty to share evaluation results with the students throughout the semester to allow time for growth.
 - c. In NURS 364, NURS 406, NURS 459, NURS 492, all student work (experiential and theory) contributes to the overall course grade. A single grade is earned, rather than requiring a passing grade in each component; however, students must meet all competencies on the BSN Clinical/Experiential Evaluation Tool for each course.

Unsuccessful Academic Progress

1. An unsuccessful attempt is considered failure to obtain a 78%, a failing experiential learning grade, or withdrawal from one or more nursing courses in a semester.
 - a. If a NURS course is unsuccessfully attempted in Semesters 3 – 8, the student may appeal to repeat the unsuccessful NURS course(s) (See Student Grievance, Complaint, and Appeal Policy)
 - i. If the student is allowed to resume the program, only the unsuccessful courses must be repeated.
 - ii. The previous unsuccessful attempt will count towards the two unsuccessful attempts before program dismissal.
2. Students may initiate a request for voluntary withdrawal from nursing courses due to reasons not related to academic performance.
 - a. Students who voluntarily withdraw need to follow the program re-entry process.
 - b. For other reasons for voluntary withdrawal, requests will be determined on a case-by-case basis by the Undergraduate Nursing Progressions Committee.
 - c. Students withdrawing for military purposes do not need to complete the appeal process and will be given priority eligibility in an upcoming semester based on seat availability.

Program Re-entry Process

1. Students are not automatically allowed to retake nursing coursework.
 - a. Regardless of reason, the withdrawn course must be completed within 12 months of fail/withdraw date.
2. If the student desires to continue in the program, they will be required to submit the MSU Moorhead Undergraduate Nursing Appeal Form (See Student Grievance, Complaint, and Appeal Policy).
 - a. Nursing appeals and space availability will be reviewed and determined at the end of each semester by the Undergraduate Nursing Progressions Committee.
 - b. If demand exceeds available space, each student's file will be reviewed to determine which student(s) get readmitted based on holistic criteria.
3. If the appeal is granted, the student will be allowed one opportunity to repeat the course(s) on a space available basis the next time the course is offered.
4. A second unsuccessful course attempt of the same course or an unsuccessful attempt of a second course in a subsequent semester will result in exit from the nursing program (See BSN Dismissal Policy).

Grading Scale
95 – 100% = A
92 – 94.9% = A-
90 – 91.9% = B+
87 – 89.9% = B
85 – 86.9% = B-
83 – 84.9% = C+
<u>78 (minimum) – 82.9% = C</u>
75 – 77.9% = C-
72 – 74.9% = D
< or = to 71.9% = F

BSN Dismissal Policy and Procedure

Program Dismissal

A student may be dismissed from the program for academic and/or professional concerns. In both academic and professional behavior incidences, the Undergraduate Nursing Progressions Committee reserves the right to dismiss a student for unsafe performance and/or unethical behavior.

Academic Concerns:

1. An unsuccessful second attempt at a nursing course (See Academic Progression Policy).
2. An unsuccessful attempt at a nursing course after previously repeating a nursing course.

Professional Behavioral Concerns:

1. Based on the professional behavior's severity, the Undergraduate Nursing Progressions Committee will determine an appropriate response to the professional behavior, including dismissal from the program. Please note the committee incorporates just-culture when determining repercussions to an action by utilizing the MSUM Nursing Program Critical Incident Evaluation Form (See Appendix).
 - a. Issues considered 'Reckless Behavior' warrant dismissal.
2. The MSUM Undergraduate Nursing Progressions Committee reserves the right to reflect on the student's file and any other Behavioral Alert System documentation when determining the repercussions to the misconduct.

Dismissed students will not be eligible to return to the nursing program. All decisions by the MUSM Undergraduate Nursing Progressions Committee are final; however, the decision may be appealed (See Student Grievance, Complaint, and Appeal Policy).

Behavioral Alert System Policy

Definitions

Technical Behavior: Acquire information, interpret information, motor skills, intellectual skills.

Professional Behavior: Communication skills, behavioral skills, character.

Nursing students are responsible for their own actions, as they have a widespread effect on others in the education and care environments -ultimately impacting those they serve. Students are responsible for conducting themselves with integrity, aligned with the ANA Code of Ethics for Nurses. It is a moral and legal responsibility of the student regarding their own actions and the actions of other members of the group. As an MSUM student, you are also expected to adhere to all MSUM and practice partner policies and procedures and standards.

Students who fail to conform to reasonable standards of performance and behavior in the classroom, online, in the laboratory setting, in the clinical setting, as well as on campus and within the community will result in the student receiving a critical incident and/or meeting with the Nursing Progressions Committee, depending on the severity of the incident.

In the event of a breach of associated policies of the nursing course syllabus, program handbook, and college or practice partner standards and policies, the behavioral alert system will be initiated. Based on the severity of the behavior, faculty reserves the right to determine if the behavior warrants minor or major status (See Appendix A).

Minor Incident Reporting and Procedure

1. The nursing faculty determines if the minor behavior is a negative professional or technical behavior.
 - a. If the action is considered a negative **technical behavior** violation, immediate feedback and remediation by the observing faculty should be provided and the Clinical Evaluation Form should be updated to reflect the incident and remediation provided.
 - i. If not already involved, the course lead faculty should be updated on the event.
 - b. If the action is considered a negative **professional behavior** violation, immediate feedback and remediation by the observing faculty should be provided and the coaching opportunity form will be filled out by the involved faculty and given to the student's academic advisor.
 - i. The student's academic advisor will then follow through with the student to complete the coaching opportunity form (See Appendix B).
 - ii. Once completed, the coaching opportunity form will be added to the student's file by the course lead.
 - iii. The course lead faculty should be updated if not already involved.
2. Three negative minor behaviors (technical or professional) will result in a Critical Incident (See Appendix A).

Critical Incident Reporting and Procedure

1. The course faculty or program coordinator documents their account of or what was reported regarding the incident using the Critical Incident Report Form and meets and shares with the student (See Appendix C).
 - a. If the incident is associated with a specific course, the course faculty or staff promptly communicates the concern to the student, removes the student from the situation as necessary, and notifies the Undergraduate Nursing Progressions Committee Chair and any practice partner site leaders as appropriate.
 - b. If the incident is not course specific, but at the program level, the process bypasses the course faculty and elevates to the program coordinator who will notify the Undergraduate Nursing Progressions Committee Chair and any practice partner site leaders as appropriate.
2. The student then has an opportunity to document their account of the incident on the Critical Incident Report Form, or authors a letter as an appendix to the form and submits it to the faculty member. The faculty member will submit the form to the Undergraduate Nursing Progressions Committee Chair.
3. The Undergraduate Nursing Progressions Committee reviews the Critical Incident Form and any additional exhibits and outlines associated expectations and the plan of action or consequences to the student and the person who initiated the report. If a committee member is involved in the incident, they must recuse themselves from the committee meetings.
 - a. An Ad Hoc Progressions committee may be formed to removed bias in the critical incident process.
4. The outcome of the critical incident will be determined by the Undergraduate Nursing Progressions Committee, which may range from no action taken to dismissal from the program (See BSN Program Dismissal Policy OR RN-BSN Progressions, Retention, Dismissal, Readmission Policy).
5. The final Critical Incident Report is filed by the nursing department.
6. The Critical Incident Report remains active throughout the student's enrollment in the nursing program.
7. Students have the right to appeal the Undergraduate Nursing Progressions Committee's decision (See Student Grievance, Complaints, and Appeal Policy).

Student Grievance, Complaints, and Appeal Policy

Minnesota State University Moorhead (MSUM) undergraduate nursing programs are committed to the promotion of quality education in an environment of civility, fairness, and integrity. To honor that commitment, students are encouraged to seek resolution of any concerns, problems, or grievances they may encounter during their educational journey.

Program Level (Informal) Process for Student Grievance and Complaints

In all instances, it is important for the student to provide as much detail about the concern as possible in a professional, civil manner through the process. The student should indicate a potential resolution or solution strategy. Communications regarding the concern must be documented.

1. The student will first discuss the issue(s) with the person(s) directly involved to seek resolution of the problem (i.e., another student, staff, a preceptor).
2. If the matter remains unresolved, the student discusses the problem with the associated course faculty member(s).
3. If the issue remains unresolved, or the issue is at the program level, the student discusses the issue with the Program Coordinator.
4. If the issue remains unresolved, the student discusses the issue with the Nursing Department Chair.
5. If the program level informal process does not result in resolution, the student can discuss the situation with the College of Science, Health, and Environment Dean (becomes a formal grievance/complaint).

University Level (Formal) Process for Student Grievance and Complaints

A formal complaint is defined as a concern, grievance, and/or complaint in which an individual feels they have not received treatment consistent with university and program policies and/or have concerns about nursing students, faculty, staff, or the department. A formal complaint is initiated if the situation cannot be resolved informally (please see the informal process above), at which time it is sent out in writing and forwarded as outlined in the Grievance/Complaint Process section of the [MSUM Student Handbook](#).

Program Level Appeal Process

The Undergraduate Nursing Appeal Form will need to be submitted to the Undergraduate Nursing Progressions Committee regarding progression-related issues (See Appendix A). Examples of progression-related issues may include requesting a nursing or related requirement course substitution/exception or petitioning for re-entry into the nursing program due to altered progression or dismissal. If an individual wishes to appeal a decision made by the Undergraduate Nursing Progressions Committee the following steps should be taken:

1. An additional appeal form (Appendix A) should be completed and submitted to the Nursing Department Chair
2. If this process does not result in resolution, the student can discuss the situation with the College of Science, Health, and Environment Dean.
3. If this process does not result in resolution, the student can discuss the situation with the MSUM Provost.

University Level Process for Student Appeals

Special procedures have been established for certain academic (e.g. graduation, grades), student conduct, discrimination/harassment, and employment related matters. Students desiring to appeal actions or procedures of University Administrative offices must meet with university officials, continuing up the hierarchy as necessary to resolve the issues. Reference the [MSUM Student Handbook](#) for specifics of this process and allowable reasons to appeal.

Curricular Practical Training Policy

Scope

This policy applies only to international students on an F-1 visa.

Purpose

To establish a Nursing programs specific policy for F-1 students that wish to engage in Curricular Practical Training (CPT).

Policy

CPT must be an integral part of the nursing degree the student is seeking. Students must take NURS 469 for credit to participate in CPT.

CPT Requirements:

1. The student must be admitted to one of the nursing programs at Minnesota State University Moorhead.
2. The student must be enrolled full-time (12 credits) each semester that the student applies for CPT.
3. The student must enroll in NURS 469 for the entire semester that CPT is obtained.
4. All NURS 469 course requirements must be met by the end of the semester in which CPT has been applied for. Failure to meet these requirements by the end of the semester will result in a failing grade in NURS 469 and the student will not be allowed to apply for CPT again while in the MSUM nursing program. No incomplete grades will be offered for NURS 469.
5. The student must apply for CPT each semester. The student must have a confirmed offer before completing the application.
6. The employment opportunity must be directly related to the nursing curriculum that the student is admitted to.
7. Students must bring their completed form to the nursing program chair for signature.
8. Students are limited to participating in CPT to four semesters.
9. The student may not work beyond the end of the semester for which the CPT is approved.

Important Contact Information

College of Science Health and the Environment

Dean Elizabeth Nawrot, Ph.D.
College of Science, Health & the Environment
nawrot@mnstate.edu
218.477.5892

School of Nursing & Healthcare Leadership Program Co-Chair

Dr. Jill Holmstrom, EdD, MSN, RN, COS, CNE-cl
Professor
jill.holmstrom@mnstate.edu
218-477-2693

BSN Program Coordinator

Nancy Moore, MSN, RN
Assistant Professor
nancy.moore@mnstate.edu
218-477-2516

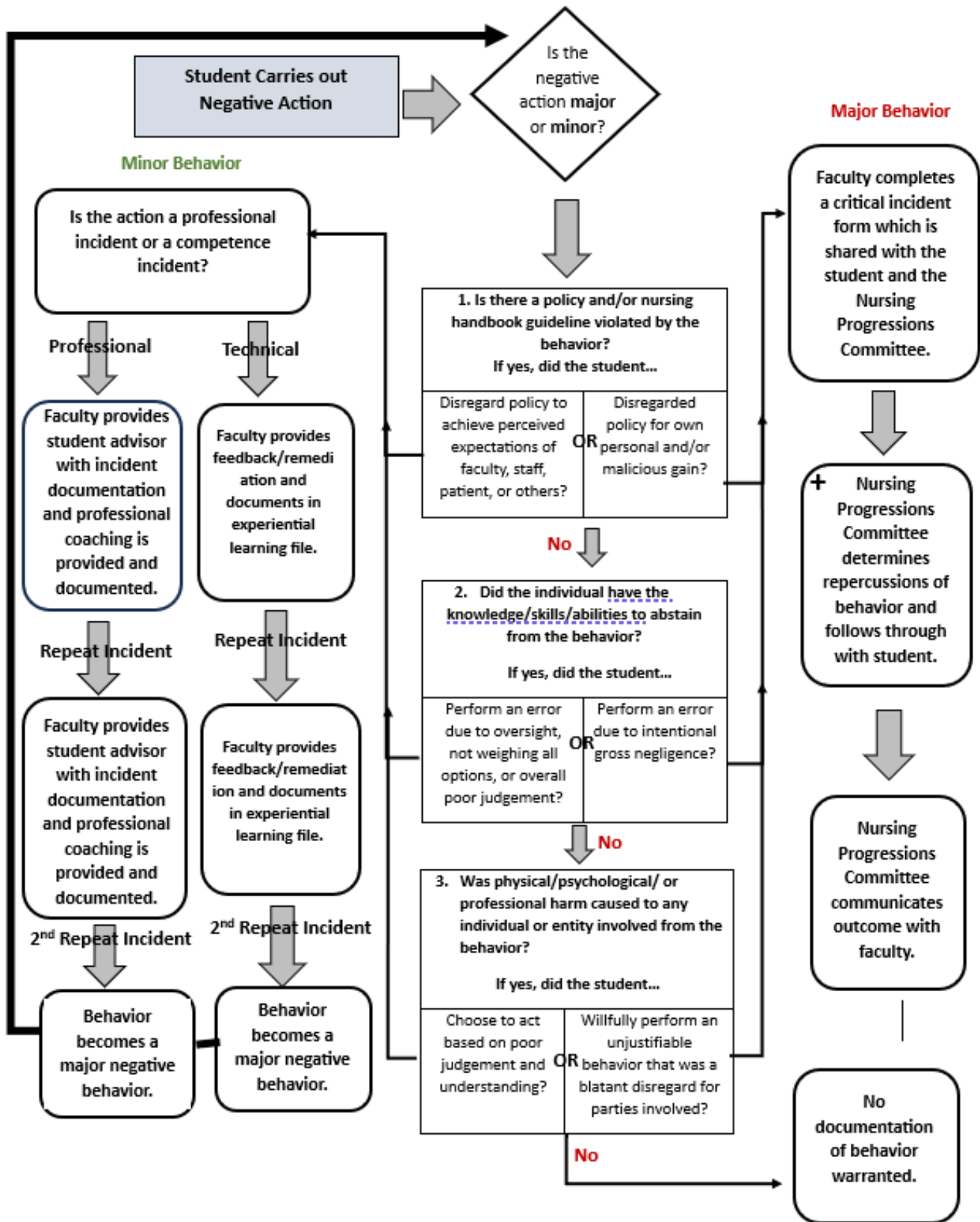
Student Support Services Specialist

Megan Proulx
megan.proulx@mnstate.edu
218-477-2259

Administrative Assistant

Laurie McKeever
nursing@mnstate.edu
218.477.2693

Appendix A Behavioral Alert Algorithm



Appendix B Coaching Opportunity Form



Coaching Opportunity Form

*Used for Attendance Warnings/ Absent and Tardiness / Missing Work/ Minor Unprofessional and Miscellaneous Behaviors
/ Minor Technical and other Safety Concerns*

Student Name	Date of Incident
Class	Date of Initial Advising:
Instructor Name:	Follow-up Faculty Name:

Reason for Advising:

<input type="checkbox"/> Attendance	<input type="checkbox"/> Absence/Tardiness	<input type="checkbox"/> Missing Work	<input type="checkbox"/> Unprofessional/Misc. Behavior	<input type="checkbox"/> Technical and other Safety Concerns
Description:				

Issues Discussed (Between Student and Faculty)

Action Plan (Between Student and Faculty)

Follow-up Discussion and Comments

Date of Advising Follow-Up:	
Student Signature	Date:
Follow-up Faculty Signature:	Date:

Appendix C

Undergraduate Nursing Critical Incident Report Form

Student: _____

Course: _____

Date of Incident: _____

A. Faculty's account of incident (provide a detailed description):

B. Student Handbook violations:

C. Student's account of incident or comments:

D. Action Plan:

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Progression Committee
Chair Signature _____ Date: _____

Appendix D

Undergraduate Nursing Appeal Form

Student Name:

Date:

For all Nursing Appeals, please address the following questions:

1. State your desired outcome/request.

2. Describe the situation/barriers that led to the appeal. Provide supporting documentation as appropriate.

3. State your future academic plan and ways to overcome any barriers.

Please email your completed appeal to the appropriate individual. If unsure of who to submit your appeal to, seek guidance from your advisor.

References

- American Association of Colleges of Nursing. (2024). *Baccalaureate essentials tool kit*.
<http://www.aacnnursing.org/our-initiatives/education-practice/faculty-tool-kits/baccalaureate-essentials-tool-kit>
- American Holistic Nursing Association. (2013). *Holistic nursing: Scope and standards of practice* (2nd ed.). Silver Spring, MD: American Nurses Association.
- American Holistic Nursing Association. (2012). *Welcome to AHNA: What is holistic nursing?*
[http://www.ahna.org/About-Us/What-is-Holistic Nursing/Default%20Retrieved%202012/22/2012](http://www.ahna.org/About-Us/What-is-Holistic-Nursing/Default%20Retrieved%202012/22/2012) American Nurses Association.
(2007). *Nursing informatics: Scope and standards of practice* (1st ed.). Silver Spring, MD: American Nurses Association.
- QSEN Education Consortium. (2012). *Graduate-level QSEN competencies: Knowledge, skills and attitudes* (p. 21). <http://qsen.org/competencies/graduate-ksas/>



MINNESOTA STATE

Minnesota State University Moorhead,
A member of Minnesota State

Minnesota State University Moorhead is an equal opportunity educator and employer. This information will be made available in alternate format, or if a disability-related accommodation is required, please contact Accessibility Resources at 218.477.4318 (voice) or 1.800.627.3529 (MRS/TYY).