

MINNESOTA STATE UNIVERSITY MOORHEAD

BSN Program

STUDENT HANDBOOK | 2025-2026


Nursing



MINNESOTA STATE UNIVERSITY
MOORHEAD®

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Forward

The BSN 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 for adhering 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.

The baccalaureate degree program in nursing at Minnesota State University Moorhead holds pre-accreditation status from the National League for Nursing Commission for Nursing Education Accreditation.

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. The 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
LASC General Education Requirement	3	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	4
		LASC General Education Requirement	3		
Total	14	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	LASC General Education Requirement	3
Nursing Related Requirement: SUST 485 Global Health Perspectives (WI; LASC Goal 8)	3	NURS 275 Nutrition for Nursing	2	LASC General Education Requirement	3
LASC General Education Requirement	3	Nursing Related Requirement: ENGL 286 (WI), ENGL 387 (WI), or COMM 414	3	LASC General Education Requirement	3
Total	14	Total	16	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 or 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
LASC General Education Requirement	3	NURS 285 Pathophysiology & Pharmacology I: Chronic Disease	4	Nursing Related Requirement: SUST 485 Global Health Perspectives (WI; LASC Goal 8)	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	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	LASC General Education Requirement	3
NURS 362 Pathophysiology & Pharmacology II: Acute Disease	4	NURS 275 Nutrition for Nursing	2	LASC General Education Requirement	3
NURS 364 Nursing Leadership I	4	Nursing Related Requirement: ENGL 286 (WI), ENGL 387 (WI), or COMM 414	3	LASC General Education Requirement	3
Total	15	Total	16	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; 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 from their academic advisor when registering for their final semester(s). 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.

Program Outcomes

Program Outcome	AACN The Essentials: Domains	Curricular Concepts
Integrate interdisciplinary knowledge founded in the liberal arts and natural and social sciences as the basis for clinical judgment and innovation in professional nursing practice.	#1-Knowledge for Nursing Practice #2-Person Centered Care #6-Interprofessional Partnerships #9-Professionalism #10-Personal, Professional, and Leadership Development	Professional Development and Identity Holism Collaborative Practice
Support holistic person-centered care focusing on the individual within multiple contexts; including families, communities, societal groups, and populations regardless of specialty or functional area.	#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	Safety Collaborative Practice Holism Diversity & Culture
Examine population health in relation to wellness/disease prevention, chronic disease management, regenerative/restorative care, and hospice/palliative care for the improvement of equitable population health outcomes.	#1-Knowledge for Nursing Practice #2-Person Centered Care #3-Population Health #4-Scholarship for Nursing Practice #6 Interprofessional Partnerships #8-Information and Healthcare Technologies	Informatics Evidence Based Practice & Quality Improvement Holism Collaborative Practice
Integrate evidence-based nursing knowledge to improve nursing practice and transform healthcare.	#1-Knowledge for Nursing Practice #3-Population Health #4-Scholarship for Nursing Practice #6-Interprofessional Partnerships #7-Systems-Based Care #8 Information and Healthcare Technologies	Collaborative Practice Evidence Based Practice & Quality Improvement Informatics Safety
Analyze principles of quality and safety to improve health outcomes through system effectiveness and individual performance.	#1-Knowledge for Nursing Practice #3-Population Health #4-Scholarship for Nursing Practice #5-Quality and Safety #6 Interprofessional Partnerships #7-Systems-Based Care #8-Information and Healthcare Technologies #9 Professionalism	Safety Diversity & Culture Collaborative Practice Informatics Evidence Based Practice & Quality Improvement
Identify resources within complex healthcare systems that contribute to safe, quality, and equitable care of diverse populations.	#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	Diversity and Culture Holism Safety Evidence Based Practice & Quality Improvement Collaborative Practice
#9-Professionalism Evidenced-Based Practice & Quality Improvement Collaborative Practice Diversity & CultureIdentify resources within complex healthcare systems that contribute to safe, quality, and equitable care of diverse populations.	#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	Diversity and Culture Holism Safety Evidence Based Practice & Quality Improvement Collaborative Practice
Utilize information/communication technologies and informatics processes to manage and improve the delivery of healthcare services.	#1-Knowledge for Nursing Practice #4-Scholarship for Nursing Practice #5 Quality and Safety #8 Information and Healthcare Technologies	Evidence Based Practice & Quality Improvement Informatics Safety
Formulate a sustainable professional nursing identity that encompasses nursing's characteristics and values.	#1-Knowledge for Nursing Practice #4-Scholarship for Nursing Practice #9-Professionalism #10-Personal, Professional, and Leadership Development	Professional Development & Identity
Participate in activities and self-reflection that foster personal health, resilience, well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.	#1-Knowledge for Nursing Practice #4-Scholarship for Nursing Practice #5 Quality and Safety #9-Professionalism #10-Personal, Professional, & Leadership Development	Professional Development & Identity Safety

Domains & Concepts: <https://www.aacnnursing.org/essentials/tool-kit/domains-concepts>

Technical Standards for Entry Level Nursing Programs

Technical standards have been developed that describe required abilities for effective performance in Minnesota State nursing education programs. The standards are compatible with the scope of practice as defined by the Minnesota State Board of Nursing. The examples show how a standard may be applied in entry level nursing education programs. The examples listed are for illustrative purposes only and not intended to be a complete list of all tasks in an entry level nursing program.

It is important to recognize that students with disabilities may need reasonable accommodations to meet these standards, in alignment with the Americans with Disabilities Act (ADA). The ADA ensures that individuals with disabilities have equal access to educational opportunities and that they are provided with reasonable accommodations to help them succeed in a rigorous academic program like nursing.

While reasonable accommodations support students with disabilities in meeting technical standards, these accommodations must never compromise the safety of patients, or the core competencies required for nursing practice. The purpose of accommodations is to level the playing field so that all students, regardless of disability, can achieve the same level of proficiency.

MSUM Accessibility Statement

Minnesota State University Moorhead (MSUM) is committed to providing equitable access to learning opportunities for all students and strives to make courses inclusive and accessible in accordance with sections 504 and 508 of the 1973 Rehabilitation Act, the Americans with Disabilities Act (ADA) and the Minnesota RISE Act, Statute, 135A.163. The University will make reasonable accommodations for students with documented disabilities.

Accessibility Resources (AR) is available to facilitate a range of academic support services and accommodations for students with disabilities. If you have a disability, you can request assistance by contacting AR at 218-477-2167 (voice), 218-477-2420 (fax) or accessibility@mnstate.edu (email). Once eligibility has been determined, students register with AR every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a [Request for Accommodations form online at https://www.mnstate.edu/student-life/student-services/accessibility/request-accommodations/form/](https://www.mnstate.edu/student-life/student-services/accessibility/request-accommodations/form/) or by contacting Accessibility Resources.

The Director of Accessibility Resources, Chuck Eade, serves as MSUM's ADA Coordinator for students. He can be reached at Charles.Eade@mnstate.edu. Additional information is available on the AR website: <http://www.mnstate.edu/accessibility>.

Technical Standards for Entry Level Nursing Programs

INTELLECTUAL		
Capability	Standard	Examples
Cognitive Perception	The ability to perceive events realistically, to think, clearly and rationally, and to function appropriately in routine and stressful situations. Students must be able to independently and accurately assess or contribute to the assessment of a client.	<ul style="list-style-type: none"> • Identify changes in client health status • Prioritize multiple nursing activities in a variety of situations
Critical Thinking – Careful thought, reasoned judgment. Differentiated from personal opinion and superficial memorization of facts by the ability to obtain and use an appropriate quantity and quality of data for a given situation. Critical thinkers question assumptions, routines, and rituals, reconsider “known facts” when new information becomes available and develop new “rules” when old ones fail or are unavailable.	Critical thinking skills demanded of nurses require the ability to learn and reason: to integrate, analyze and synthesize data concurrently. Students must be able to solve problems rapidly, consider alternatives and make a decision for managing or intervening in the care of a client.	<ul style="list-style-type: none"> • Able to make effective decisions in the classroom and in the clinical sites. • Develop/contribute to nursing care plans that accurately reflect client concerns. • Able to make decisions reflective of classroom learning in clinical sites.

MOTOR SKILLS		
Capability	Standard	Examples
Motor Skills	Ambulatory capability is sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client.	<ul style="list-style-type: none"> • Position clients • Reach, manipulate, and operate equipment, instruments, and supplies e.g., syringes, sterile equipment, monitors • Perform/use electronic documentation • Lift, carry, push, and pull • Perform CPR
Mobility	Ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client	<ul style="list-style-type: none"> • Propel wheelchairs, stretchers, etc., alone or with assistance as available • Transport supplies to client room • Work around bedside with other personnel • Lift a minimum weight of 30 pounds • Move and lift clients in and out of bed, wheelchair, or cart • Assist with transfer and walking of patients who may require substantial support
Activity Tolerance	Ability to tolerate lengthy periods of physical activity	<ul style="list-style-type: none"> • Move quickly and/or continuously • Tolerate long periods of standing and/or sitting

COMMUNICATIONS		
Capability	Standard	Examples
Communication	Communicate in English with others in oral and written form. Able to communicate with clients and members of the health care team to plan and deliver safe care	<ul style="list-style-type: none"> Utilize oral and written communication skills sufficiently for teaching/learning and for interaction with others Read, understand, write, and speak English Explain treatment procedures Initiate and/or reinforce health teaching Document client responses Clarify communications received
Interpersonal Relationships	Interact with clients, families, staff, peers, instructors, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.	<ul style="list-style-type: none"> Establish rapport with clients, families, and colleagues Respond in a professional/therapeutic manner to a variety of client expressions and behaviors

SENSES		
Capability	Standard	Examples
Hearing	Auditory ability sufficient to hear normal conversation and/or assess health needs	<ul style="list-style-type: none"> Ability to monitor alarms, emergency signals, auscultatory sounds e.g., B/P, heart, lung, and bowel sounds, and cries for help, telephone -interactions/ dictation Communicate with clients, families, and colleagues
Vision	Visual ability sufficient for observation, assessment, and performance of safe nursing care.	<ul style="list-style-type: none"> Observe client responses Discriminate color changes Accurately read measurements on client-related equipment Read medication label Read syringe accurately Evaluate for a safe environment client expressions and behaviors
Tactile	Tactile ability sufficient for physical assessment, inclusive of size, shape, temperature, and texture	<ul style="list-style-type: none"> Performs palpation e.g., pulse Performs functions of physical examination and/or those related to therapeutic intervention, e.g., insertion of a catheter

PSYCHOSOCIAL		
Capability	Standard	Examples
Psychosocial Behaviors	Possess the emotional health required for full use of intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities	<ul style="list-style-type: none"> • Demonstrate professional abilities of trustworthiness, empathy, integrity, confidentiality, and unconditional acceptance. • Be able to change, and display flexibility • Learn to function in the face of uncertainties and stressful situations

ENVIRONMENTAL		
Capability	Standard	Examples
Environmental Adaptability	Ability to tolerate environmental stressors	<ul style="list-style-type: none"> • Work with chemicals and detergents • Tolerate exposure to odors • Work in close proximity to others • Work in areas of potential physical violence • Work with infectious agents and blood-borne pathogens. • Work in environments that may have allergens, such as latex.

A task force of representatives from nursing education in Minnesota developed these Technical Standards. Educational institutions represented were Bemidji State University, The College of St. Scholastica, Lake Superior College, Itasca Community College, Rainy River Community College, Mesabi Range Community and Technical College, Hibbing Community College, and Riverland Community and Technical College. Adaptations were made from the Core Performance Standards of the University of Arizona, Minnesota West Practical Nursing Program, and Iowa Community Colleges.

Nursing Student Expectations & Guidelines

As a student in the Bachelor of Science in Nursing (BSN) program, you are expected to adhere to the highest standards of professionalism and behavior. The **ANA Code of Ethics for Nurses (2025)** serves as the guiding framework for your conduct, ensuring that nursing students demonstrate ethical and professional behaviors in both academic and clinical settings. Upholding these standards is essential for fostering a positive learning environment, promoting patient safety, and preparing you to become a compassionate and competent nurse.

The following guidelines outline the key expectations for professionalism and behavior in the BSN program. Students who fail to conform to reasonable standards of performance and behavior will result in the student receiving a behavioral alert, critical incident, and/or meeting with the Nursing Progressions Committee.

Professionalism and Integrity

- **Respect and Dignity:** You are expected to treat patients, faculty, peers, and all healthcare team members with respect, compassion, and dignity. Demonstrate professionalism in all interactions, both in academic and clinical settings.
- **Honesty and Accountability:** Students must maintain the highest standards of honesty in all academic work, clinical practice, and professional behavior.
- **Confidentiality:** Adhere to strict confidentiality guidelines regarding patient information. Ensure that personal health information is protected in all settings and is only shared when necessary for patient care.

Commitment to Learning and Academic Excellence

- **Active Engagement in Learning:** Students are expected to demonstrate commitment to their education by attending classes, completing assignments, participating in discussions, and engaging with clinical practice. It is crucial to continuously enhance knowledge and skills.
- **Time Management:** Effective time management skills are essential for success in the BSN program. Balance academic responsibilities, clinical placements, and personal commitments to maintain both academic performance and well-being.
- **Continuous Improvement:** Seek feedback from instructors and clinical preceptors, and use it as an opportunity to reflect on and improve your nursing practice. Strive for excellence and growth in both theoretical and practical aspects of nursing.

Clinical Competence and Safety

- **Clinical Performance:** Students must demonstrate clinical competence by performing nursing tasks and procedures safely, accurately, and effectively. Seek guidance when necessary and always prioritize patient safety.
- **Patient Safety:** Follow protocols and best practices for infection control, patient safety, and care delivery. Always monitor and assess patient conditions carefully and report any concerns to the supervising clinical instructor or preceptor.
- **Skills Development:** Regularly practice and refine clinical skills in both simulated and real-world environments. Take responsibility for your own learning in the clinical setting and engage in hands-on practice under supervision.

Effective Communication and Collaboration

- **Clear Communication:** Demonstrate effective verbal, non-verbal, and written communication skills when interacting with patients, families, faculty, staff, and peers.
- **Interdisciplinary Collaboration:** Work collaboratively with all members of the healthcare team, including physicians, social workers, physical therapists, and other nurses. A strong team-oriented approach improves patient outcomes and enhances your professional development.
- **Active Listening:** Practice active listening with patients, peers, and instructors to understand their needs, concerns, and feedback.

Health and Well-Being

- **Physical and Mental Health:** Take responsibility for your physical and mental health. Nursing is a physically and emotionally demanding profession, and maintaining your health is crucial to being able to care for others effectively. Seek help if you experience stress, anxiety, or burnout.
- **Self-Care:** Engage in activities that promote your well-being, such as exercise, relaxation, and maintaining a balanced lifestyle. Caring for yourself allows you to better care for others.

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	Pediatric Nursing Adult Medical Surgical
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	Fundamentals Pediatric Nursing Adult Medical Surgical Mental Health Critical Care Maternal Newborn

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	Pediatric Nursing Mental Health
Semester 5	NURS 330 NURS 362	Adult Medical Surgical Pharmacology
Semester 6	NURS 406 NURS 444	Maternal Newborn Nutrition
Semester 7	NURS 464 NURS 459	Leadership Community Health

BSN Attendance Policy

Attendance directly impacts competency development, professionalism, and clinical readiness. Students must be present and on time for the entire scheduled learning experience. Ongoing patterns (one or more) of absenteeism, tardiness, or not staying for the entire scheduled experience, will result in a Behavioral Alert occurrence and review of student progression in the program. The distinction between excused and unexcused absences is critical. Below are general guidelines:

Excused absences often require documentation and are for circumstances beyond a student's control. MSUM Nursing follows the university [Student Absence Policy](#) for excused absences. Examples of excused absences include, but are not limited to:

- Medical emergencies
- Family emergencies
- Death of a family member will be addressed utilizing the [Student Bereavement Policy](#)
- Absences deemed necessary by a student's doctor as related to being pregnant and parenting
- Jury duty or legal obligations
- Religious observances
- Military duty
- University-sanctioned events
- Campus closure due to a weather emergency

To request an excused absence, students must contact MSUM's Dean of Student's Office deanofstudents@mnstate.edu. It is the student's responsibility to complete any missed assignments on a reasonable timeline agreed upon with their faculty.

An **unexcused absence** is any missed class, clinical, or lab that does not meet MSUM's Student Absence Policy or lacks proper documentation. An unexcused absence occurs when a student is absent without prior approval, fails to notify faculty according to policy, or misses class, clinical, or lab for personal reasons that are not deemed justifiable. Examples of an unexcused absence include, but are not limited to:

- Vacations or travel plans
- Minor health discomforts and ailments (menstrual cramps, the common cold, headaches, etc.)
- Transportation issues (trains, flat tires, traffic, ride-share scheduling, etc.)
- Scheduling issues (forgetting a clinical, oversleeping, doing the wrong prep work, going to the wrong clinical location, childcare, etc.)
- Predicted inclement weather during a non-campus closure
- Medical appointments that can be scheduled during non-class, clinical, or lab times (dentist, eye doctor, well-visits, counseling, etc.)

Absence Notification

Students must notify faculty **30 minutes prior** to any scheduled class, clinical, or lab if they are unable to attend or if arriving late. Failure to communicate an absence or tardiness **30 minutes prior** results in the following consequences:

- **Classification of an Unexcused Absence**
- **Loss of participation privileges in class and/or lab**
- **Failure of clinical and/or simulation experience(s)**
- **Loss of exam privileges (see BSN Exam Policy)**
- **Professionalism concerns**
- **Disciplinary action**

Verification of Attendance at Clinical

MSUM Nursing utilizes Trajecsyst, which is a time-tracking system, to log clinical hour completion. Students are required to comply with Trajecsyst guidelines as proof of successful completion of experiential learning requirements set by the MSUM BSN Program and other accrediting bodies. Detailed Trajecsyst guidelines are included in syllabi.

BSN Exam Policy

The purpose of the BSN Exam Policy is to maintain academic integrity and ensure a fair and equitable exam-taking environment for all students in MSUM's BSN Program. All exams are the property of MSUM Nursing and must be treated with the utmost respect. The following guidelines have been established to maintain the integrity of the exam process.

Exam Attendance

- **Notification of Absence:** If a student is unable to attend an exam, they must notify the faculty at least **30 minutes prior** to the scheduled start time. Please refer to the BSN Attendance Policy for the distinction between excused and unexcused absences.
 - **Late Arrival:** Late arrivals will only be allowed to take the exam if they notify faculty **30 minutes prior** to the exam start time and **arrive within 15 minutes** of the exam start time. No exceptions or extensions will be granted beyond this timeframe.
 - **There are no exceptions to late arrivals for ATI Proctored Assessments.** ATI Policy states that all testers must begin the exam at the same time.
- **Make-Up Exams:** Students must follow the appropriate procedure for notifying faculty **30 minutes prior** if they are unable to attend an exam. The possibility of taking a make-up exam depends on whether the absence is deemed excused or unexcused, as outlined in the BSN Attendance Policy.
 - **Excused Absences:** If the exam is missed due to an excused absence and faculty is given proper notification of the absence, it is the student's responsibility to work with the faculty to schedule a make-up exam within a reasonable timeframe. The exact timeline for rescheduling will be agreed upon by the student and faculty member.
 - **Unexcused Absences:** A student who misses the exam without a valid reason or prior approval will not be permitted to take a make-up exam and will receive a grade of zero for the exam. However, if prior approval is granted for the unexcused absence, the student may be allowed to take a make-up exam, but **an automatic 15% deduction** will be applied to the final score of the make-up exam.

Exam Conduct

- **Academic Integrity:** Any attempt to use unauthorized software, devices, or methods to copy, share, or access exam content will be considered academic dishonesty and will result in consequences, including failure of the exam or program dismissal. Any suspected or actual instances of cheating, academic dishonesty, or misconduct should be reported immediately to the instructor. Any form of academic dishonesty or misconduct will result in disciplinary action as outlined in the MSUM Academic Honesty Policy. Consequences may include failing the exam, failing the course, or program dismissal.
 - **Confidentiality of Exam Content:** Students are prohibited from retaining or taking notes on any part of the exam content. Review of exam questions, remediation, or appeals are at the discretion of the instructor.
 - **Electronic Devices:** Electronic devices such as cell phones, smartwatches, tablets, ear pods, and AI-powered glasses are prohibited during the exam unless explicitly permitted by the instructor for specific exam purposes. All personal belongings must be stored in designated areas and not brought to the exam desk.
 - **Exam Environment:** All belongings, including food and beverages, must be stored in a designated area. If a student needs to leave the exam room for any reason, they must raise their hand to request permission. Only one student will be allowed to leave the room at one time.
 - **No Congregating After Exams:** Students are prohibited from congregating or discussing exam content with others after the exam has concluded.

Exam Administration and Preparation

- **Proctored Exams:** All exams, whether in-person or online, are proctored as determined by the course faculty. Students must adhere to the specified delivery method for each exam. Students are expected to use approved devices, which may include computer labs or personal laptops, depending on the exam format and faculty requirements. Unauthorized use of personal devices or accessing external resources during the exam will be considered a violation of academic integrity.
- **Review of Exam Results:** Review of exam questions or appeals related to the exam content is at the discretion of the course faculty. Students must follow the established procedure to submit concerns if they believe there is an issue with their exam grading or content.
- **Exam Preparation:** Students are responsible for adequately preparing for exams. Faculty encourage students to seek clarification or assistance during office hours as needed. It is important that students understand the format, content, and expectations for each exam as outlined by the instructor.

Grading Scale

Grading Scale
95 – 100% = A
92 – 94% = A-
90 – 91% = B+
87 – 89% = B
85 – 86% = B-
83 – 84% = C+
<u>78 (minimum) – 82% = C</u>
75 – 77% = C-
72 – 74% = D
< or = to 71% = F

Approved Accommodations

- **Accessibility Resources:** Students with approved accommodations through MSUM's Accessibility Resource Office must arrange exams in advance through Accessibility Resources. Students are responsible for communicating their accommodation needs to faculty. Accommodations cannot be made retroactively.

Please adhere to exam request expectations set by [Accessibility Services](#).

BSN Dress Code Policy

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. In general, any unprofessional attire will be addressed by the instructor and if not corrected, may result in disciplinary action.

The MSUM Nursing Dress Code Policy consists of the following:

- Nursing students are required to wear MSUM grey scrubs and a student nurse photo ID in all clinical, simulation and lab settings unless otherwise instructed by faculty or clinical sites. Quarter-zip jackets or polos with black pants may be required in community or on-campus clinical settings. A grey scrub jacket is optional and must not be worn during direct patient care activities.
- Scrubs should be clean, not wrinkled, and odor free. Scrubs should fit comfortably without undergarment visibility.
- Solid white, black, or grey shirts may be worn **under** the scrub top. No hoodies, sweatshirts or other colored shirts are permitted.
- Hair and/or head coverings must not obstruct the visual field or fall into or contaminate patient care areas.
- White, black or grey 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.
- Jewelry and artificial beauty enhancements (nails, eyelashes, piercings, permanent jewelry, etc.) should not present a safety or infection control hazard. Fingernails should be clean and trimmed to moderate length. Nail polish must be well maintained and free of chips.
- No perfumes, scented lotions, or strong fragrances should be used. General self-hygiene and grooming practices must be followed.
- 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 Dress Code Policy. In the event of pre-clinical prep, students must wear their MSUM Nursing polo or quarter-zip, black pants, and MSUM nursing badge.
- If students need an adaptation to this policy (pregnancy, cultural or religious reasons, etc.), they must seek guidance and approval from course faculty.
- Failure to follow the Nursing Dress Code Policy will result in a behavioral alert being filed and the potential to be sent home from the clinical or laboratory setting, resulting in a failing grade for that experience.

BSN Program Requirement Policy

The School of Nursing and Healthcare Leadership (SNHL) prioritizes the health of students, faculty, staff, and consumers. This policy is based on guidelines and requirements from the Centers for Disease Control (CDC), Minnesota Department of Health (MDH), American Nurses Association (ANA), and clinical agencies. To comply with Minnesota, federal, and clinical agency requirements, MSUM BSN students must complete all program requirements by the stated deadline, remaining compliant throughout the duration of their program. Some agencies may add requirements beyond what is listed below. In such cases, students will need to comply with the additional clinical site requirement(s).

Verification of all program requirements, except for influenza, must be uploaded to an online repository and approved one week prior to the first day of NURS 250. **Failure to complete requirements by the published deadlines will result in dismissal from the program and administrative unenrollment from all nursing courses.** It is the student's responsibility to remain compliant with program requirements. Requirements are subject to change. Verification of influenza vaccination must be completed each year by the date stated below to remain compliant with this policy.

*Medical documentation must be translated to English if documented in another language. If you need assistance with navigating international medical records, please reach out to nursing@mnstate.edu.

**If an exemption or declination is requested, please reach out to nursing@mnstate.edu

Requirement	Deadline
Influenza (Flu) Record of vaccine during flu season (Oct 1-March 31).	October 15 th of each year
Hepatitis B Documentation of 3-dose series OR lab report documenting Hep B immunity (e.g., HepBsAb or anti HepB).	Required prior to Program Start
Varicella (Chicken Pox) Documentation of immunization (2 doses) OR lab report documenting immunity [a varicella-zoster virus (VZV) titer]. <i>Note: A history of varicella disease does not guarantee immune status.</i>	Required prior to Program Start
Tuberculosis (TB) Screening documentation of either a, b, or c below: A. Tuberculin Skin Test: <u>Nursing Admission:</u> Initial two-step Tuberculin Skin Test (TST). Submit report of two TSTs on admission. OR B. Lab Test. <u>Nursing Admission:</u> A negative TB blood test (within the past 12 months) on admission (e.g., QuantiFeron ®-TB or T-Spot ® TB). OR C. Chest X-Ray/Provider Report: <u>Nursing Admission:</u> Students who are positive reactors for TB must submit an initial healthcare provider report of one negative chest x-ray (within past 12 months of program start) and absence of symptoms.	Required prior to Program Start
Measles, Mumps, Rubella (MMR) Immunization Documentation of two vaccines OR lab report documenting immunity (a titer documenting immunity of all three diseases).	Required prior to Program Start
Tetanus, Diphtheria, Pertussis (Tdap) Immunization Either a or b below • One adult T-dap within the past 10 years OR One does of T-dap vaccine administered as an adult and one booster does of Td within the last 10 years (provide both records as single upload).	Required prior to Program Start

COVID Vaccine While not required, you will be asked if you have: <ul style="list-style-type: none"> Documentation of your COVID-19 vaccination(s) 	Not required but you will be asked to provide documentation if you have been vaccinated
Background Check-Minnesota (MN DHS NetStudy 2.0) The background study must show the ability to provide direct patient care. Fingerprints may be required. Students will pay the cost of fingerprints at the time of fingerprinting. 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.	Required prior to Program Start
Background Check- National Complete the Certified Background/Castle Branch national background study. 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.	Required prior to Program Start
Current BLS CPR Certification Documentation of current Healthcare Provider/ Professional Level BLS CPR Certification	Required prior to Program Start; renewal every two years
HIPAA Course Upload Certificate of Completion for HIPAA Course BF18096 OR BFC18096	Required prior to Program Start
ATI Launch	Required prior to Program Start
Computer and Internet Access	Required prior to Program Start and throughout the program
Reliable Transportation Students are required to travel to clinical sites in the Fargo Moorhead community.	Required prior to Program Start and throughout the program

BSN Academic Progression Policy

Successful Academic Progress

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.

1. Progression in the nursing program requires a 78% or passing grade in all required NURS courses.
 - 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.
 - The student will be moved into a different cohort and will complete the courses according to the modified program plan.
 - ii. The previous unsuccessful attempt will count towards the two unsuccessful attempts before program dismissal.
2. Students may initiate a request for voluntary withdrawal or stop-out from nursing courses due to reasons not related to academic performance.
 - a. Students who voluntarily withdraw or stop-out need to follow the program re-entry process.
 - b. For other reasons for voluntary withdrawal or stop-out, 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) is 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.
 - a. Upon granting the appeal, students may be required to complete remediation tasks by a set due date determined by the UG Progressions Committee. Failure to complete these tasks by the set due date may result in program dismissal. 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).

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.

1. Academic Concerns

- a. An unsuccessful second attempt at a nursing course (See Academic Progression Policy).
- b. An unsuccessful attempt at a nursing course after previously repeating a nursing course.
- c. Unsuccessful completion of remediation tasks set by the Progressions Committee in response to UG nursing appeal by the assigned due date (See Academic Progression Policy).

3. Professional Behavioral Concerns:

- a. 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).
- b. Issues considered 'Reckless Behavior' warrant dismissal.
- c. 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 remove 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 & Procedure

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. CPT may be included in the 12 credit total credits.
3. CPT is limited to just 1 credit per semester.
4. CPT is limited to just one healthcare organization. You may not apply for CPT to multiple healthcare organizations.
5. The student must enroll in NURS 469 for the entire semester that CPT is obtained.
6. 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.
7. The student must apply for CPT each semester. The student must have a confirmed offer before completing the application.
8. CPT forms must be signed by NURS 469 faculty and department chair two weeks prior to the end of the semester preceding the semester the student is applying for.
9. The employment opportunity must be directly related to the nursing curriculum that the student is admitted to.
10. .
11. Students are limited to participating in CPT to four semesters.
12. The student may not work beyond the end of the semester for which the CPT is approved.

PROCEDURE

1. Obtain offer letter for employment.
2. Obtain CPT form from the Office for Global Engagement: [Curricular Practical Training \(CPT\) Form Application Information Paid or Unpaid/Volunteer](#)
3. Complete the student information and sign the form.
4. Save the form in a .pdf document.
5. Send the form to the course faculty for NURS 469 along with your offer letter.
6. Request NURS 469 faculty signature and permission to register for the course.
7. Send the form and offer letter to the nursing department chair for signature. Do not send the form to your advisor.
8. Send completed form and offer letter to the Office for Global Engagement.

Important Contact Information

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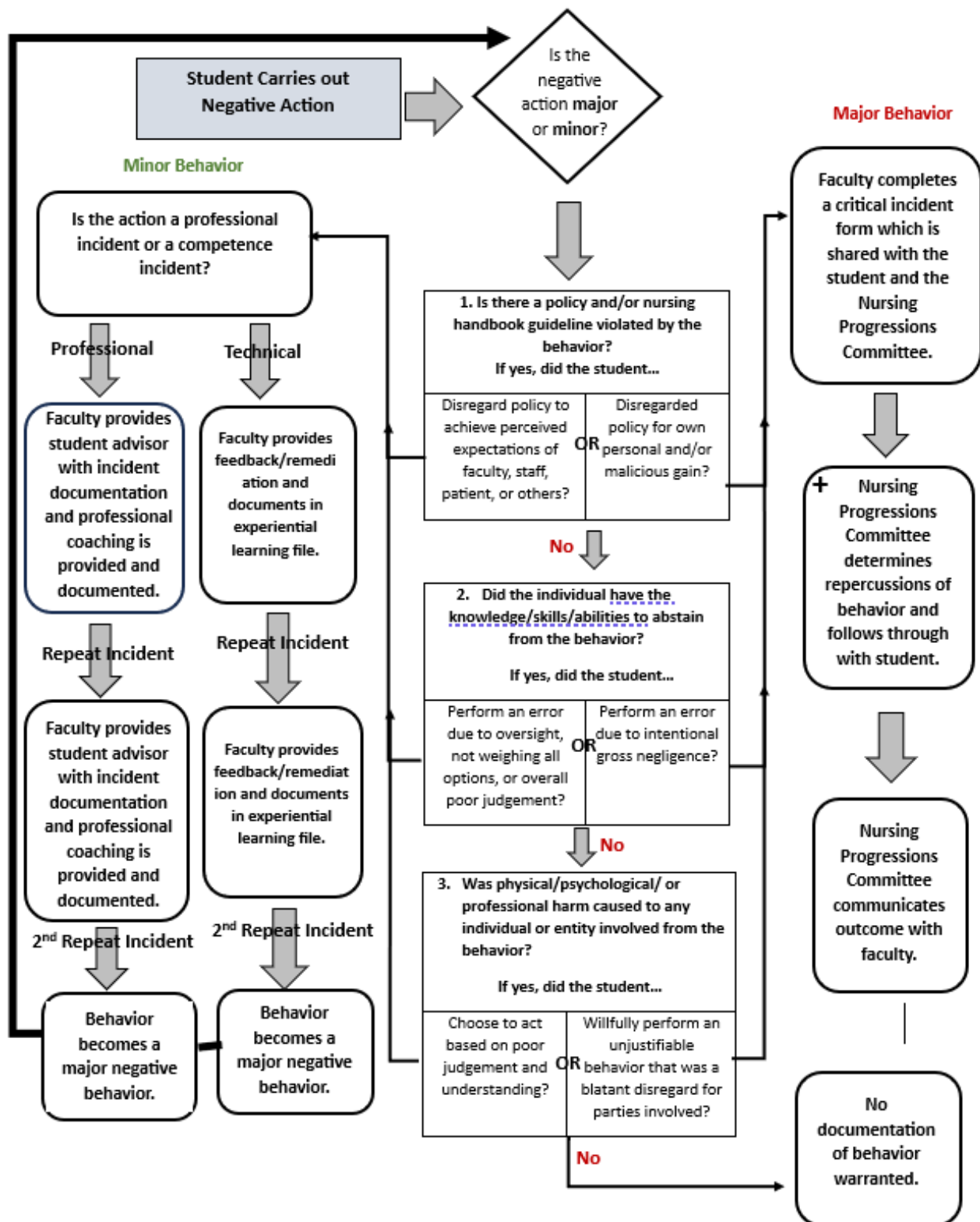
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Appendix A

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: _____

**Minnesota State University Moorhead
Nursing Program Progressions Committee
Critical Incident Evaluation Form**

Event(s): _____ **Event Number:** _____

Criteria	Human Error	At Risk Behavior			Reckless Behavior		Score
	0	1	2	3	4	5	
G General Nursing Practice	No prior counseling for practice related issues	Prior counseling for single non-related practice issue	Prior counseling for single "related" issue	Prior counseling for "same" issue	Prior counseling for multiple related or non-related practice issues	Prior counseling for same or related issue with no or little evidence of improvement	
U Understanding expected based on program level, course objectives/ outcomes	Has knowledge, skill and ability - Incident was accidental, inadvertent, or an oversight	Task driven/rote learning or wrong action for this circumstance	Failed to demonstrate appropriate understanding of options/resources or Aware of safety issues but in this instance cut corners	Understands rationale but failed to recognize situations in terms of overall picture or to prioritize actions or in this instance, failed to obtain sufficient info or consult before acting	Able to recognize potential problems. In this instance "negligent" or failed to act according to standards. Risk to client outweighed benefits.	Knows or should have known correct action, role and limitations. In this instance action was "gross negligence/ unsafe act" and demonstrated no regard for patient safety.	
I Internal Program or Agency Policies/ standards/ inter-disciplinary orders	Unintentional breach or no policy/standard/ order available	Policy not enforced or cultural norm or common deviation of staff or policy/order misinterpreted	Student cut corners or deviated in this instance from policy/standard/order as time saver. No evidence or suggestion of a pattern of behavior.	Aware of policy/ standard/ order but ignored or disregarded to achieve perceived expectations of faculty, staff, patient or others. May indicate pattern or single event.	Disregarded policy/standard/order for own personal gain	Maliciously disregarded policy/standard/order	
D Decision/ choice	Accidental/ mistake/ inadvertent error	Advantages to patient outweighed risk	Emergent situation - quick response required	Non-emergent situation. Chose to act/not to act without weighing options or utilizing resources. Used poor judgment.	Clearly a prudent student would not have done. Unacceptable risk to patient/agency/public/ peers. Disregard for patient safety.	Conscious choice. Put own interest above that of patient/agency/public. Egregious choice. Neglected red flags	
E Ethics/ credibility/ accountability/ professionalism	Identified own error and self-reported. Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated.	Admitted to error and accepts responsibility. Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated.	Acknowledged role in error but attributes to circumstances and/or blames others to justify action/inaction. Cooperative during investigation. Demonstrates desire to improve practice.	Denies responsibility until confronted with evidence. Reluctantly accepts responsibility. Made excuses or made light of occurrence. Marginally cooperative during investigation.	Denied responsibility despite evidence. Indifferent to situation. Uncooperative and/or dishonest during investigation.	Took active steps to conceal error or failed to disclose known error.	

Criteria Score: _____

**Minnesota State University Moorhead
Nursing Program Progressions Committee
Critical Incident Evaluation Form**

Mitigating Factors – check all identified		Aggravating Factors – check all identified	
	Unavailable resources (inadequate supplies/equipment)		Especially heinous, cruel, and/or violent act
	Interruptions/chaotic environment/emergencies – frequent interruptions/distractions		Knowingly created risk for more than one client
	Inadequate supervision by faculty or preceptor		Threatening/bullying behaviors
	Inappropriate assignment by faculty or preceptor		Prior formal student disciplinary record for practice issue(s)
	Non-supportive environment – interdepartmental/staff/student conflicts		Other (identify)
	Lack of response by other departments/providers		
	Other (identify)		
	Total # mitigating factors identified		Total # aggravating factors identified

Criteria Score (from page 1)	
Mitigating factors (subtract 1 point for 1 – 3 factors; 2 points for 4 – 6 factors; and 3 points for 7 or more factors)	
Aggravating factors (add 1 point for each identified factor)	
Total Overall Score	

Human Error	At-Risk Behavior	Reckless Behavior
# criteria in green= _____ IF 3 or more criteria in Green OR Address event by consoling student and/or improvement plan with student	# criteria in yellow= _____ IF 3 or more criteria in yellow OR Address event by coaching student, and/or developing remedial improvement plan with student	# criteria in red = _____ IF 3 or more criteria in red OR Consider disciplinary action and/or remedial event with student

Progressions Committee Members: _____

Date of Event Review: _____

Action Taken: _____

Human Error = Inadvertently doing other than what should have been done; a slip lapse, mistake.
 At-Risk Behavior = Behavioral choice that increases risk where risk is not recognized or is mistakenly believed to be justified.
 Reckless Behavior = Behavioral choice to consciously disregard a substantial and unjustifiable risk.
 Consoling = Comforting, calming; supporting student while examining event.
 Coaching = Supportive discussion with the student on the need to engage in safe behavioral choices.
 Remedial Action = Actions taken to aid student including education, training assignment to program level-appropriate tasks.
 Counseling = A first step disciplinary action; putting the student on notice that performance is unacceptable.
 Disciplinary Action = Punitive deterrent to cause student to refrain from undesired behavioral choices.

*Form Adopted from the NCBON SPEET

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.



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