



Michigan
Technological
University

BACHELOR OF SCIENCE IN NURSING

Pre-licensure

Student Handbook Spring 2024

Initial approval received from the Michigan Board of Nursing June 29, 2023. Program Accreditation from the Commission on Collegiate Nursing Education (CCNE) effective: June 1 2023.

WELCOME TO THE BSN PROGRAM AT MICHIGAN TECHNOLOGICAL UNIVERSITY!

The nursing faculty at Michigan Technological University welcomes you to the BSN nursing program! As you embark on your journey through the final three years of the Nursing Major you will find there are busy and exciting years ahead. Your desire to pursue a career in professional nursing practice will provide you with the motivation supportive of your academic success. The faculty would like to take this opportunity to assure you that we are here to help you with your studies in every way that we can.

As you progress in your classes, you will learn much about the exciting world of nursing. The art and science of nursing is grounded in the biological, social, and nursing sciences. As a professional nurse you will be expected to provide compassionate holistic care to clients across the age continuum within a myriad of health care settings. The nursing curriculum at Michigan Tech has been designed to help you develop the critical thinking skills, professional and personal attributes, and leadership abilities required for safe, effective, and caring practice. Your educational experiences will increase in scope and complexity as you advance through the program culminating with the Nursing Capstone course during which you will demonstrate your mastery of the core competencies guiding the curriculum.

This handbook was prepared by the nursing faculty as a supplement to the University publications to inform you of the policies and guidelines established specifically for the BSN Program. Throughout your educational experience at Michigan Tech, you will be held responsible for following the policies and procedures outlined within all University and program documents, including but not limited to, course syllabi, the BSN Student Handbook, University Catalog, and the Michigan Technological University Student Handbook. Therefore, please set aside the appropriate amount of time you will need to review these important documents. Once you have thoroughly reviewed and understand the content within these documents, we ask that you complete the Student Handbook Verification Form located in the back of this handbook. **This form must be submitted to the nursing department office no later than the end of the first week of classes during your first semester here in the Nursing Major.**

As a whole, we wish you success in your academic endeavors. To help ensure your success, please take a moment to schedule a brief meeting with your academic advisor in order to set goals for a productive academic experience. Taking an active role in your nursing education is the key to your academic success.

Should you have any questions regarding the information noted in any of the university documents, please contact your advisor or any nursing faculty member.

Thank you. And once again, welcome!
The Michigan Technological University Nursing Faculty

MICHIGAN TECHNOLOGICAL UNIVERSITY ~ BSN STUDENT HANDBOOK

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INTRODUCTION TO THE BSN STUDENT HANDBOOK

The guidelines contained within this publication have been prepared by the nursing faculty and is used in conjunction with the guidelines set forth by the university to inform students of the policies and procedures that will guide your educational experience at Michigan Technological University and assist you with understanding the expectations within the nursing curriculum. It is the student's responsibility to read and understand the contents of the various University publications, including the BSN Student Handbook, Michigan Technological University Catalog, and the Michigan Technological University Dean of Students Policies. Questions can be directed to your academic advisor or any nursing faculty member.

BSN PROGRAM DESCRIPTION

The Michigan Technological University Nursing Program offers a four-year curriculum leading to the Bachelor of Science Degree in Nursing (BSN). The curriculum integrates courses in the humanities, social, biological, and natural sciences with the theory and practice of nursing. The combination of both general and professional education courses provides the foundation for understanding physiological, psychosocial, and spiritual factors that ultimately affect a person's health status and includes an introduction to the economic and political factors that affect the health of the community. Clinical coursework focuses on nursing interventions designed to help persons reach their optimal health status. The curriculum is designed to prepare a well-educated citizen as a professional nurse. Upon successful completion of the Nursing Major, graduates are eligible to apply for the registered nurse licensure examination (NCLEX-RN).

Graduates of the nursing program have the opportunity to become leaders and managers in clinical nursing within a variety of health care settings, prepared to practice in rural as well as urban areas. The Michigan Tech BSN program provides the stimulus and foundation for progression to the graduate level of academic preparation.

The mission, vision, and commitments of the Nursing Program are mutually supportive of the mission, vision, and commitments of the university.

The baccalaureate degree in nursing at Michigan Technological University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

MISSION

Michigan Technological University Mission Statement

Create solutions for society's challenges by delivering action-based undergraduate and graduate education, discovering new knowledge through research, and launching new technologies through innovation.

Nursing Program Mission

To prepare professional nurses dedicated to academic excellence, personal growth, and the practice of nursing. We collaborate with our partners to provide a high-quality learning environment that values evidence-based practice, innovation, and experiential learning that develops competent, caring nursing professionals prepared for practice in a global, multicultural society.

VISION

Michigan Technological University Vision Statement

Michigan Tech is a globally recognized technological university that educates students, advances knowledge, and innovates to improve the quality of life and to promote mutual respect and equity for all people within the state, the nation, and the global community.

Nursing Program Vision

Michigan Tech's Nursing Program is committed to preparing highly skilled and compassionate nurses that improve individual and global health while ensuring quality healthcare for diverse populations through education focused on caring, theory, and science.

NURSING DEPARTMENT COMMITMENTS

The nursing faculty is committed to:

1. Offering a Baccalaureate nursing program that promotes the well-being of the human community and natural environment through the integration of the humanities, biological sciences, and social sciences with the theory and practice of nursing in diverse health care settings.
2. Building community through dialogue by sharing and respecting our diversity of opinions, views, and expertise and understanding that valuing unique perspectives and experiences creates a stronger community.
3. Providing the local region and global society with prepared professional nurses that prioritize respect, dignity, and caring.
4. Engaging in academic nursing that demonstrates a commitment to nursing knowledge, scholarly inquiry, innovation, and the connection of education to practice.
5. Acting with organizational and personal integrity, through honest interactions, professionalism, ethical decision-making, respect for others, and meeting the professional standards upheld by the Michigan Board of Nursing, the American Nurses Association, the American Association of Colleges of Nursing, and the ANA Nurse's Code of Ethics.
6. Promoting resilience through activities that support a culture of wellness, healthy environments, self-reflection, life-long learning, and professional values.
7. Recognizing that leadership is derived from service to others. We are committed to providing nursing students with an atmosphere and environment that is supportive of personal and professional paths through collaborative approaches in teaching and learning, campus life activities, and administration.

CONCEPTUAL DEFINITIONS FOR NURSING

NURSING DEPARTMENT PHILOSOPHY

The nursing faculty at Michigan Tech has adopted a philosophy congruent with the University's mission and nursing's metaparadigm. This philosophy embraces the faculty's shared beliefs that define the specific concepts of person, environment, health, nursing and the teaching-learning community that are threaded through the curriculum.

PERSON

Person is identified as encompassing the individual, family, group, and community. Persons are unique, dynamic, holistic systems; an integration of biological, psychological, social, and spiritual dimensions; who possess diverse cultural backgrounds, faiths, values, and worldviews. Persons possess the intrinsic right and responsibility to make autonomous, informed decisions and choices regarding their individual health care needs. Progression through the BSN curriculum expands from the individual to family to group to community interventions. There is a constant interaction between persons and their environments, ultimately influencing their state of health.

ENVIRONMENT

Environment provides the context in which health and person meet; a complex integration of physical, behavioral, political, social, and cultural dimensions that are constantly changing and influencing the person, potentially causing alterations in health. Nurses and BSN students interact with diverse populations within a myriad of environments, including the hospital, home, and community-based settings. As they interact with persons in their environment, nurses have the opportunity to influence the environment enabling the person to achieve positive health-related outcomes.

HEALTH

Health is a dynamic process comprised of biological, psychological, social, cultural, spiritual, and developmental dimensions. It is viewed as a health-illness continuum. Health reflects the person's interaction with an ever-changing environment. Nurses and BSN students collaborate with persons in defining health and assisting persons with designing, implementing, managing, and evaluating health care strategies for primary, secondary, and tertiary health care needs. Competency in practice, critical thinking, and leadership skills are essential in caring for diverse populations along the health-illness continuum.

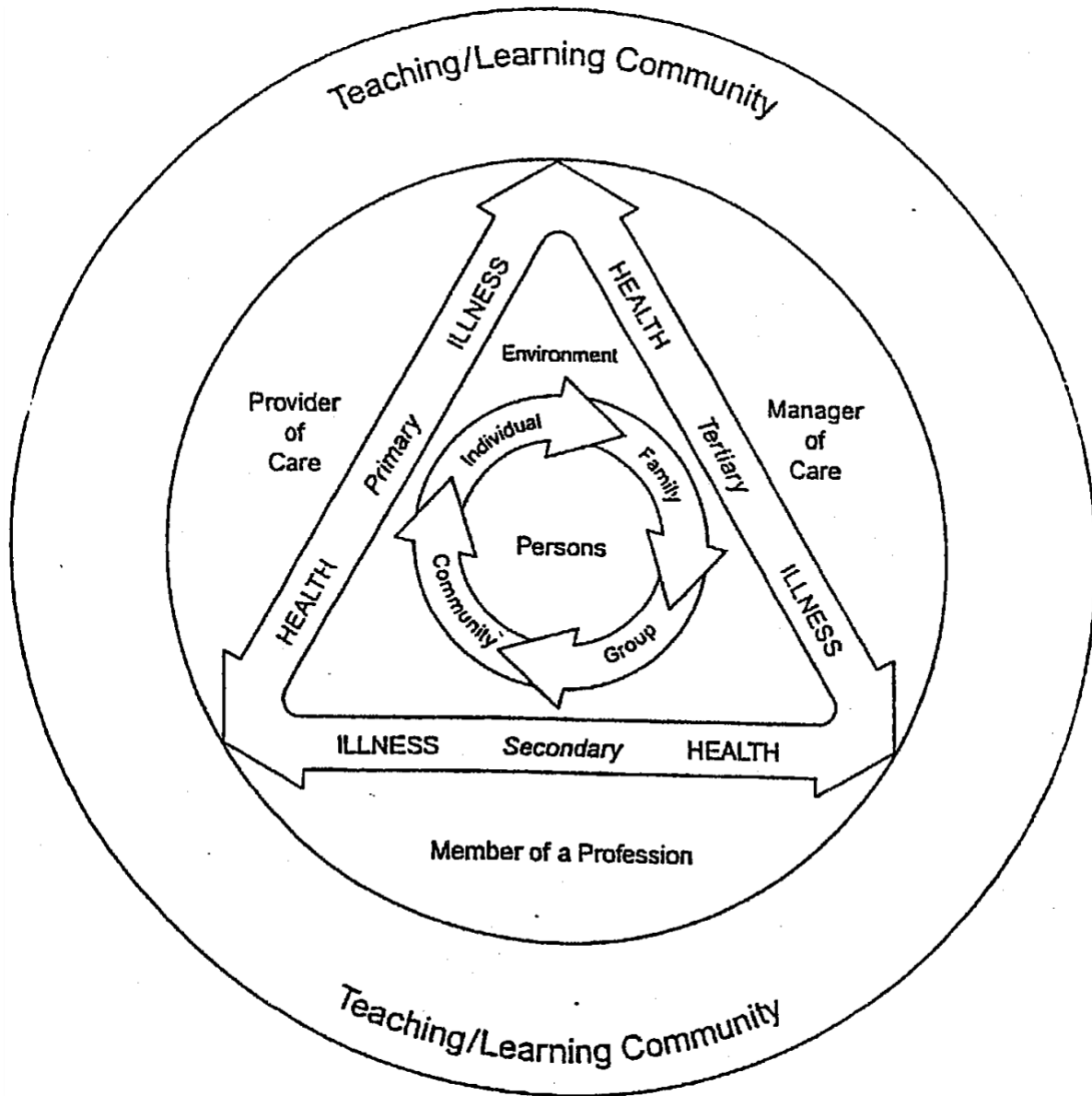
NURSING

Nursing is a learned humanistic art and science focused on the provision of compassionate holistic care encompassing the promotion, maintenance, and restoration of health, and provision of end-of-life care. Built on scientific-based nursing knowledge, theory, and research, professional nursing practice provides essential care services for diverse populations in and across all environments. Nursing collaborates with diverse populations to assist persons in attaining and maintaining health goals consistent with their cultural values and lifestyles. With a commitment to the profession, the scope of professional nursing practice embraces accountability for upholding current practice standards and competencies within the changing health care environment. Nurses and BSN students are encouraged to integrate critical thinking and evidenced-based practice skills within a myriad of health care settings as providers of care, managers of care, and members of the nursing profession.

TEACHING-LEARNING COMMUNITY

Teaching-learning community encompasses all factors influencing the teaching/learning experience including, but not limited to, the university, faculty, student, curricula, and health care environments and its professionals. Consistent with the University, the faculty provides an atmosphere and environment supportive of open inquiry, personal growth, innovation, experiential learning and collaborative approaches in teaching, campus life, and administration. The program provides a nurturing, learning community focused on connecting theory and practice. The faculty serves as a resource, guiding and facilitating the learning process to prepare professional nurses dedicated to academic excellence and the practice of nursing. An integral part of the learning experience is a collaborative partnership of faculty, student, and interdisciplinary health care professionals in the rural community. The learner is engaged as a self-directed participant in the teaching/learning process. Through the integration of practice-based level outcomes, teaching/learning strategies and performance assessment, the student is expected to demonstrate accountability and integrity. A quest for lifelong learning is encouraged. The nursing curriculum includes a strong base in the sciences with experiences in the arts and humanities. As students progress through the curriculum, they will demonstrate competency in practice, critical thinking, and leadership skills while caring for persons within a variety of environments along the health-illness continuum.

CONCEPTUAL MODEL



Person is represented as the center (core recipient) of nursing care within the **environment** where person and health meet. The health-illness continuum is represented as encompassing the three levels of **health** care, primary, secondary, and tertiary. Students have opportunities to experience **nursing** in professional nursing practice through an integration of theory and practice with the **teaching/learning community**.

COMPETENCIES

The BSN program outcome competencies support Michigan Tech’s Undergraduate Student Learning Goals and the competencies defined by the American Association of Colleges of Nursing in Essentials of Baccalaureate Education for Professional Nursing Practice (2008) and The Essentials: Core Competencies for Professional Nursing Education (2021).

MTU Undergraduate Student Learning Goals	BSN Learning Outcomes
<p>Disciplinary Knowledge Students demonstrate a depth of knowledge in one area/discipline, as well as a breadth of knowledge that (1) enables adaptability and flexibility as knowledge grows and changes, and (2) recognizes linkages/complementarity to other areas/disciplines.</p>	<p>Disciplinary Knowledge The nursing graduate provides holistic, evidence-based, compassionate, safe person-centered care of patient populations, families, and communities that is age and culturally appropriate.</p> <p>The nursing graduate coordinates care and resources through shared decision-making with the patient, family, and interdisciplinary teams that considers social determinants of health, health policy and population health.</p>
<p>Knowledge of the Physical and Natural World Students demonstrate knowledge of the physical and natural world. This is accomplished by studying mathematics and the physical and natural sciences.</p>	<p>Knowledge of the Physical and Natural World The nursing graduate synthesizes knowledge from the liberal arts, mathematics, sciences, and research with nursing knowledge to enhance practice and the quality of care.</p>
<p>Global Literacy Globally literate students analyze issues on multiple scales from diverse perspectives while acknowledging interconnectivity and complexity. In order to achieve this goal, a globally literate student must be aware of the following: 1) the diversity that exists both within and beyond one’s socio-cultural groupings, 2) the multiple scales of human impact on the social and natural world, and 3) the ways in which solutions to problems may contribute positively or negatively to the complex global challenges that persist in the world today.</p>	<p>Global Literacy The nursing graduate participates in ethical, professional activities that recognize the unique aspects of being human within person-centered nursing practice with an emphasis on equity, cultural humility, and inclusion.</p>

MTU Undergraduate Student Learning Goals	BSN Learning Outcomes
<p>Critical and Creative Thinking Critical and creative thinking are learned cognitive processes. Key components in critical thinking include constructing and evaluating arguments, which entail identifying and analyzing relevant evidence, often for the purpose of understanding and advocating for a new or alternative perspective. Key components of creative thinking include modeling, composing, and refining ideas in innovative ways that allow for acknowledging contradictions. Collectively, these skills help students make sense of large amounts of information, detect and avoid fallacies, facilitate dialogues, generate alternative perspectives, and cultivate a deeper self-awareness of how to connect and synthesize cultural, social, economic, and scientific ideas.</p>	<p>Critical and Creative Thinking The nursing graduate engages in scholarly inquiry and critical and creative thinking to evaluate ideas, evidence, and perspectives.</p>
<p>Communication Students are able to communicate effectively orally, in writing, and in new media to a wide variety of audiences.</p>	<p>Communication: The nursing graduate communicates effectively and professionally with persons through the use of verbal & non-verbal skills, written abilities, active listening, and informational technologies.</p>
<p>Information Literacy Students are able to analyze the need for, strategically access, critically evaluate, and use information effectively, ethically, and legally.</p>	<p>Information Literacy The nursing graduate applies clinical judgement effectively to understand and interpret information in the delivery of quality care.</p>
<p>Technology Students demonstrate knowledge of technology and its implications in society and are able to design and/or use technology for creative activities or innovative solutions to problems.</p>	<p>Technology The nursing graduate demonstrates proficiency in the use of patient care technology and information systems in the provision and communication of safe, efficient nursing care.</p>
<p>Social Responsibility and Ethical Reasoning Students are able to identify and address conflicting ethical values and develop a sense of responsibility for the broad impacts of individual actions, social institutions and public policy. They understand their role as citizens and their responsibility to work with others in promoting quality of life and a sustainable society. Social responsibility, like civic engagement, means promoting the quality of community life through both political and non-political processes. Ethical reasoning is reasoning about right and wrong human conduct.</p>	<p>Social Responsibility and Ethical Reasoning: The nursing graduate develops a professional nursing identity guided by principles of ethics, leadership, advocacy, and social responsibility that is fostered by self-reflection and life-long learning.</p>

BSN LEVEL OUTCOMES

Program competencies are leveled for each curriculum level. The Level Three Outcomes serve as the program exit outcomes.

BSN COMPETENCY #1: DISCIPLINARY KNOWLEDGE		
Level One (Sophomore Level Outcomes)	Level Two (Junior Level Outcomes)	Level Three (Senior Level Outcomes)
1. The nursing student acknowledges and supports holistic, evidence-based, compassionate, safe care of patient populations, families, and communities that is age and culturally appropriate.	1. The nursing student applies holistic, evidence-based, compassionate, safe care of patient populations, families, and communities that is age and culturally appropriate.	1. The nursing graduate provides holistic, evidence-based, compassionate, safe person-centered care of patient populations, families, and communities that is age and culturally appropriate.
2. The nursing student identifies and promotes teamwork with the patient, family, and interdisciplinary teams to provide care and resources that considers social determinants of health, health policy and population health.	2. The nursing student works a team member with the patient, family, and interdisciplinary teams to provide care and resources that considers social determinants of health, health policy and population health.	2. The nursing graduate coordinates care and resources through shared decision-making with the patient, family, and interdisciplinary teams that considers social determinants of health, health policy and population health.

BSN COMPETENCY #2: KNOWLEDGE OF THE PHYSICAL AND NATURAL WORLD		
Level One (Sophomore Level Outcomes)	Level Two (Junior Level Outcomes)	Level Three (Senior Level Outcomes)
The nursing student identifies knowledge from the liberal arts, mathematics, sciences, and research that enhances practice and the quality of care	The nursing student applies knowledge from the liberal arts, mathematics, sciences, and research to enhance practice and the quality of care	The nursing graduate synthesizes knowledge from the liberal arts, mathematics, sciences, and research with nursing knowledge to enhance practice and the quality of care.

BSN COMPETENCY #3: GLOBAL LITERACY		
Level One (Sophomore Level Outcomes)	Level Two (Junior Level Outcomes)	Level Three (Senior Level Outcomes)
The nursing student discusses ethical and professional activities that recognize the unique aspects of being human within person-centered nursing practice with an emphasis on equity, cultural humility, and inclusion.	The nursing student examines ethical and professional activities that recognize the unique aspects of being human within person-centered nursing practice with an emphasis on equity, cultural humility, and inclusion.	The nursing graduate participates in ethical, professional activities that recognize the unique aspects of being human within person-centered nursing practice with an emphasis on equity, cultural humility, and inclusion.

BSN COMPETENCY #4: CRITICAL AND CREATIVE THINKING		
Level One (Sophomore Level Outcomes)	Level Two (Junior Level Outcomes)	Level Three (Senior Level Outcomes)
The nursing student describes concepts of scholarly inquiry and critical and creative thinking to evaluate ideas, evidence, and perspectives.	The nursing student applies concepts of scholarly inquiry and critical and creative thinking to evaluate ideas, evidence, and perspectives.	The nursing graduate engages in scholarly inquiry and critical and creative thinking to evaluate ideas, evidence, and perspectives.

BSN COMPETENCY #5: COMMUNICATION		
Level One (Sophomore Level Outcomes)	Level Two (Junior Level Outcomes)	Level Three (Senior Level Outcomes)
The nursing student recognizes and begins to use the principles of effective communication through the use of verbal & non-verbal skills, written abilities, active listening, and informational technologies.	The nursing student applies the principles of effective communication through the use of verbal & non-verbal skills, written abilities, active listening, and informational technologies.	The nursing graduate communicates effectively and professionally with persons through the use of verbal & non-verbal skills, written abilities, active listening, and informational technologies.

BSN COMPETENCY #6: INFORMATION LITERACY		
Level One (Sophomore Level Outcomes)	Level Two (Junior Level Outcomes)	Level Three (Senior Level Outcomes)
The nursing student recognizes clinical judgement in understanding and interpreting information in the delivery of quality care.	The nursing student demonstrates clinical judgement to understand and interpret information in the delivery of quality care.	The nursing graduate applies clinical judgement effectively to understand and interpret information in the delivery of quality care.

BSN COMPETENCY #7: TECHNOLOGY		
Level One (Sophomore Level Outcomes)	Level Two (Junior Level Outcomes)	Level Three (Senior Level Outcomes)
The nursing student uses patient care technology and information systems in the provision and communication of safe, efficient nursing care.	The nursing student employs basic competency in the use of patient care technology and information systems in the provision and communication of safe, efficient nursing care.	The nursing graduate demonstrates proficiency in the use of patient care technology and information systems in the provision and communication of safe, efficient nursing care.

BSN COMPETENCY #8: SOCIAL RESPONSIBILITY AND ETHICAL REASONING		
Level One (Sophomore Level Outcomes)	Level Two (Junior Level Outcomes)	Level Three (Senior Level Outcomes)
The nursing student recognizes responsibilities inherent to the nursing profession and principles of ethics, leadership, advocacy, and social responsibility.	The nursing student demonstrates the principles of ethics, leadership, advocacy, and social responsibility that is fostered by self-reflection and life-long learning.	The nursing graduate develops a professional nursing identity guided by principles of ethics, leadership, advocacy, and social responsibility that is fostered by self-reflection and life-long learning.

BSN FULL-TIME PLAN OF STUDY

Semester 1 – Pre-nursing

FALL

BL2010/2011	Anatomy and Physiology I w/ Lab	4 credits
CH1000	Introduction to Chemistry	3 credits
MA1020	Quantitative Literacy (or higher)	4 credits
BL1710	Medical Terminology	1 credits
UN1050 (core)	Composition	3 credits
Total		15 credits

Semester 2 - Pre-nursing

SPRING

BL2020/2021	Anatomy and Physiology II w/Lab	4 credits
UN1025 (core)	Global Issues	3 credits
BL1200/1210	General Biology II: Introduction to Cellular and Molecular Biology w/Lab	4 credits
PSY2000	Introduction to Psychology	3 credits
Elective (core)	Social Responsibility & Ethical Reasoning	3 credits
Total		17 credits

Semester 3 – Nursing Major Begins

FALL

BL3210	General Microbiology	4 credits
NUR2000	Pharmacology	3 credits
NUR2020	Health Assessment/Interviewing	3 credits
NUR2030	Dosage Calculations	1 credits
NUR2040	Introduction to Nursing Practice	6 credits
Total		17 credits

Semester 4

SPRING

BL2940	Human Nutrition	3 credits
NUR2050	Application of Nursing Practice (clinical)	2 credits
NUR2060	Pathophysiology	3 credits
NUR3000	Psychiatric Mental Health Nursing	6 credits
PSY2300	Developmental Psychology	3 credits
Total		17 credits

Semester 5

FALL

NUR3120	Nursing Theory	2 credits
NUR3200	Maternal-Child Nursing	9 credits
NUR3240	Adult Medical/Surgical Nursing I	3 credits
Total		<u>14 credits</u>

Semester 6

SPRING

NUR3180	Nursing Research/Statistics	3 credits
NUR3280	Adult Medical/Surgical Nursing II	10 credits
Total		<u>13 credits</u>

Summer (Required for all Nursing Majors)

NUR4000	Acute and Urgent Clinical Nursing	3 credits
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Semester 7

FALL

NUR4020	Nursing Management/Leadership	6 credits
NUR4040	Issues in Professional Nursing	2 credits
Elective	HASS/CORE Critical Thinking	3 credits
Elective	Upper level HASS/CORE Critical Thinking	3 credits
Total		<u>14 credits</u>

Semester 8

SPRING

NUR4060	Community Nursing	6 credits
NUR4080	Nursing Capstone	2 credits
Elective	HASS/CORE Critical Thinking	3 credits
Elective	Upper level HASS/CORE Critical Thinking	3 credits
Total		<u>14 credits</u>

Total Nursing Credits	70
Total General Education Credits	<u>54</u>
TOTAL REQUIRED CREDITS	124

COURSE DESCRIPTIONS FOR THE NURSING MAJOR

*Numbers contained in parentheses indicate lecture hours, recitation hours and clinical/lab hours.

NUR2000 Pharmacology: (3-0-0) 3 Credits

Introduction to the basic concepts of pharmacology and their relationships to health care. Focuses on the major drug classifications, principles of drug actions/interactions, application of specific drugs in the treatment of disease, normal and abnormal responses to drug therapy, and appropriate nursing actions to achieve desired outcomes of drug therapy. The nurse's role and responsibilities in clinical pharmacology are examined. Prerequisites: CH 1000 and BL 2020 and BL 2021. Successful completion of NUR2000 is required for all clinical nursing courses.

NUR2020 Health Assessment & Interview: (2-0-3) 3 Credits

Provides an introduction to the skills used in data collection and physical assessment, including interviewing, communication, comprehensive history taking, physical assessment, and formulating a nursing diagnosis. The course draws on the nursing process in assessing the health of individuals across the lifespan. Prerequisites: BL 1710 and BL 2020 and BL 2021.

NUR2030 Dosage Calculations: (1-0-0) 1 credit

Introduces nursing students to the concepts, terminology, equipment, and math calculations necessary for safe medication administration in the clinical setting. Topics include systems of measurements, equivalents and conversions, selected abbreviations, and computation of medication dosages. Prerequisite: MA 1020 or higher. Co-requisite: NUR2040.

NUR2040 Introduction to Nursing Practice: (3-0-9) 6 Credits

Introduces the basic concepts of the practice of nursing. An introduction to nursing program philosophy is presented. Focuses on the skills required to care for adult clients in structured, non-emergent environments using demonstration and simulated practice. The role of the nurse as provider of care is discussed. Students are introduced to the clinical setting where the nursing process is used as the basis for decision making and nursing behaviors. Communication skills and nurse-client relationships are developed. Laboratory settings include campus lab, senior living complex, community events, schools, and in-patient units. Pre-requisites: BL 2020 and BL 2021. Taken concurrently with NUR2000, NUR2020.

NUR2050 Application of Nursing Practice (Clinical): (0-0-6) 2 Credits

Provides students with the opportunity to use previously attained nursing skills in caring for an adult client in a non-emergent environment. Students apply the skills necessary to demonstrate the role of the nurse as provider of care. Prerequisites: NUR2020 and NUR2040 or equiv. Taken concurrently with NUR2060.

NUR2060 Pathophysiology: (3-0-0) 3 Credits

Introduces concepts and diseases common to the general practice of health care. Studies how normal physiological processes are altered by disease. Core content provides understanding of the mechanisms and principles of disruptions of health. Theories related to pathogenesis, etiology, and clinical manifestations are used to study common diseases with an emphasis on clinical correlations. Prerequisites: CH 1000 or (CH 1150 and CH 1151) and BL 2020 and BL 2021.

NUR3000 Psychiatric Mental Health Nursing: (4-0-6) 6 Credits

This course introduces the student to the theoretical and practical foundation for application of the nursing process in addressing patient mental health. Theories, concepts, and interventions related to mental health and illness are presented. The course develops nursing assessment and intervention strategies, explores patient/consumer rights and legal issues; political, social, and cultural factors which effect mental health and mental health treatment; and individual and group dynamics in acute and community settings. Prerequisites: NUR 2000 and NUR 2020 and NUR 2040. Co-requisites NUR2050, and NUR2060.

NUR3120 Nursing Theory: (2-0-0) 2 Credits

Designed to enable the students to examine nursing from a historical as well as present day perspective. Examines the organizing framework of the nursing program philosophy and the concepts of nursing, person, environment, and health that underscore nursing's metaparadigm. Nursing conceptual models and theories and their relationship to research and professional nursing practice are discussed. Pre-requisites: UN 1015 and NUR 2040

NUR3180 Nursing Research/Statistics: (3-0-0) 3 Credits

Introduces the concepts of the research process including research methodologies, measurement, and analysis of research data provides students with a basis to interpret and evaluate research and its application to practice. Emphasis is placed on students becoming knowledgeable consumers of research. Prerequisite: MA 1020 or higher, NUR3120.

NUR 3200 Maternal Child Nursing: (6-0-9) 9 Credits

Theoretical and clinical foundations are applied using the nursing process in caring for children and child-bearing families throughout the lifespan including women's health. Emphasizes the promotion, maintenance, and restoration of health of the primary family unit, including the concepts of changing relationships and the impact of the community and culture on growing families. Physiological and psychosocial adaptation of the child and family during normal and complex health needs are addressed. Prerequisite: NUR 3000 and PSY 2300. Co-requisite: NUR3240.

NUR 3240 Adult Medical Surgical Nursing I: (3-0-0) 3 Credits

Expands theoretical foundation for application of the nursing process throughout the adult lifespan. Scientific principles in health promotion and management of care are applied with adults experiencing health deficits. Critical judgments in planning and implementing nursing interventions are integrated in caring for adults in various health care environments. Prerequisite: NUR3000. Co-requisite: NUR3200.

NUR 3280 Adult Medical Surgical Nursing II: (6-0-12) 10 Credits

Further expands the theoretical foundation of the nursing process throughout the adult lifespan. Scientific principles in health promotion and management of care are applied with adults experiencing health deficits. Critical judgments in planning and implementing nursing interventions are integrated in caring for adults in various health care environments. Prerequisite: NUR3240.

NUR4000 Acute and Urgent Clinical Nursing: (0-0-9) 3 Credits

This summer course broadens the clinical professional nursing experience and prepares students for the final year of the BSN curriculum. The primary focus is an expanded opportunity for achieving clinical competencies in acute and urgent care settings within the regional medical center. A total of 126 contact hours is required with time scheduled for pre-clinical activities, hospital orientation, day and evening shift rotations in various acute and urgent care settings, and compiling final case presentations to share individual experiences with others. Travel associated with scheduled clinical experiences at a regional medical center is expected. Prerequisites: NUR 3180 and NUR 3280 and PSY 2300.

NUR4020 Nursing Management: (2-0-12) 6 Credits

Synthesizes previously acquired theoretical and clinical foundation for application of the nursing process as it relates to management in professional nursing. Further development of entry-level leadership and management skills as provider of care and manager of clients with complex multidimensional health problems. Students refine their autonomy, accountability, collaboration, and caring communication in managing groups of clients in a variety of settings. Prerequisites: NUR 3120 and NUR 3180 and NUR 4000. Co-requisite NUR4040.

NUR4040 Issues in Professional Nursing: (2-0-0) 2 Credits

Explores the issues and trends in nursing as a profession. Social, economic, political, and educational forces influencing nursing and health care in the United States are discussed. The professional, legal, and ethical responsibilities of the nurse, and the career opportunities available within the profession, are examined. Health care delivery systems, entry into practice, and professional organizations are discussed. Investigates role socialization from student to professional nurse. Taken in the final year of the Nursing program. Taken in the final year of the BSN program. Pre-requisites: NUR3120, NUR3180, NUR4000.

NUR4060 Community Nursing: (2-0-12) 6 Credits

Focuses on the theoretical and clinical foundation for application of the nursing process in caring for individuals, families, groups, and the community as a client. Emphasis on disease prevention, health promotion, health maintenance, health education, and coordination of care. Content includes application of public health nursing principles, epidemiological investigation, knowledge of rural environments, supervision and leadership in promoting desired health evaluation, and outcomes in community and home environments. Explores the roles of the nurse as teacher, collaborator, advocate, and direct care provider. Prerequisites: All previously sequenced nursing courses and NUR4040.

NUR4080 Nursing Capstone: (2-0-0) 2 Credits

Capstone experience in which students synthesize evidence-based practice and theoretical and research-based knowledge to develop a senior project using critical thinking skills, clinical judgment, and independent decision-making. Students demonstrate proficiency in meeting the BSN terminal objectives and accreditation outcome criteria. Taken concurrently with NUR4060 in the final semester of the BSN program.

Courses outside of the major can be found in the university catalog and online.

STANDARDS FOR PROFESSIONAL PRACTICE

SAFE AND PROFESSIONAL NURSING PRACTICE

Throughout the Michigan Tech BSN program, the student will be required to demonstrate safe nursing care and professional behavior. Students will not in any instance demonstrate unsafe or potentially unsafe behavior, which could endanger the physical or emotional well-being of a client, family member, faculty, or nursing staff. Any student who exhibits behavior resulting in performance that is potentially or actually unsafe or unprofessional, will be removed from any clinical setting. Unsafe behavior includes, but is not be limited to, being under the influence of drugs or alcohol, failure to use Standard Precautions in the clinical and lab settings, failure to apply basic safety rules such as leaving side rails on beds and cribs in the down position, or failing to report an abnormal finding. A failing grade may result from unsafe practice or unprofessional behavior, regardless of the course grade at the time of the incident.

Students enrolled in the Nursing Major are expected to adhere to professional standards in their experiences and relationships with nursing faculty, agency staff, clients, and family members. These standards are derived from the program competencies and level outcomes, ANA Standards of Practice, and the ANA Code of Ethics for Nurses. The student will in no instance demonstrate any behavior that is deemed unprofessional or inappropriate by the nursing faculty or coordinating agency. Professional behavior includes, but is not be limited to, following directions, adequately preparing for clinical, meeting course and assignment deadlines, appropriate attire, meeting appointments, being on time, and honesty in all statements and documentation. If a pattern of unprofessional behavior is exhibited, the instructor and the Nursing Program Director will meet with the student to determine if, and how, the student can continue in the BSN program.

PROFESSIONAL VALUES

Professional values are the foundation for professional nursing practice. As presented in the American Association of Colleges of Nursing (AACN) publication on professional nursing practice, *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021), professionalism embraces the values of:

- Integrity: acting in accordance with an appropriate code of ethics and standards of practice
- Altruism: concern for the welfare and well-being of others
- Inclusivity: perspectives and experiences of others are invited, welcomed, acknowledged, and respected
- Compassion: recognizing vulnerability and acting in a meaningful way
- Courage: acting on ethical responsibilities
- Humility: participating in critical self-reflection and an openness to learn
- Advocacy: supporting and preserving human and professional dignity
- Caring: determining a person's needs and using clinical judgement to meet them
- Autonomy: honoring and promoting the right to self-determination
- Humanity: respecting the inherent worth and uniqueness of individuals and populations
- Social Justice: ensuring equal rights and opportunities regardless of economic status, race, ethnicity, age, citizenship, disability, or sexual orientation

NURSING STUDENT CODE OF CONDUCT

In congruence with the professional values outlined on the previous page of this document, nursing students at Michigan Technological University will adhere to the following guidelines for professional behavior *in addition to* academic standards and those behavior policies set forth by the [Michigan Technological University Dean of Students](#). Not adhering to the policies and procedures set forth by the University and/or Nursing Program will be grounds for disciplinary action.

- Adherence to the standards outlined in the program competencies and level outcomes, the ANA Standards of Practice, the ANA Code of Ethics, the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008), AACN *The Essentials: Core Competencies for Professional Nursing Education* (2021), and the [MTU Student Code of Community Conduct](#).
- Respect for peers, faculty, university and clinical agency personnel. It is the instructor's prerogative to dismiss a student from class or clinical who exhibits rude, disrespectful, or disruptive behavior.
- Students are not to accept or give gifts, of any value, to faculty, clinical site representatives/employees, or clients and family members. Cards and thank you notes are acceptable ways to express gratitude.
- Adequate preparation for, and participation in classroom, clinical, and community service assignments. This includes – but is not limited to – academic honesty, attendance policies, and policies regarding the completion and submission of assignments.
- Academic honesty in all class and clinical work (see Academic Honesty, Cheating and Plagiarism)
- Daily and timely attendance in class and clinical (see Attendance Policy). Leaving a class early or arriving late is disruptive and will not be accepted.
- Notification of appropriate persons when unable to attend class or clinical as required for both class and clinical activities (see Attendance Policy and refer to course syllabi).
- Instructors are to arrange clinical experiences, including clinical make up sessions. Students are not to contact agencies, hospitals, or other health care personnel to arrange clinical activities unless directed to do so by the appropriate faculty member
- Maintain patient safety at all times.
- Exams and assignments are completed when scheduled (see Exam/Quiz Policy).
- Confidentiality is maintained at all times in class and clinical settings (see HIPAA and Confidentiality Policy).
- Adherence to all University and Nursing Department policies in class and clinical settings including, but not limited to, those policies addressing the use of illicit drugs, prescription drugs that impair judgment, and alcohol; dress codes; and academic honesty.

- **Have a Plan “B”** -- As unexpected emergencies do arise, alternate strategies are to be developed by students (a “Plan B”) in order to meet academic, family, and work obligations. Please plan family, social, and work schedules appropriately in order to complete course obligations as scheduled. Missing class or clinical for personal time that interferes with the achievement of program expectations and outcomes is not permitted.

Nursing faculty and clinical instructors will document behaviors and situations that deviate from the established standards (see Appendix C). Faculty will determine any further discussions and actions taken involving the student and parties involved. Input from fellow students, clinical staff, and instructors will be solicited as needed.

ACADEMIC HONESTY

Academic honesty is always a serious concern to faculty and therefore the nursing faculty at Michigan Tech University expects that all students will maintain a high standard of academic integrity. The Nursing Program requires a rigid adherence to academic honesty as part of the Nursing Student Code of Conduct. In addition to academic honesty in the classroom and clinical settings, confidentiality and respect for the patient must be maintained at all times.

Academic honesty applies to exams and written assignments for class, as well as assigned clinical activities. Students are to complete their own work using only approved reference materials. Questions should be addressed directly to the course instructor. Academic honesty also includes the accurate and timely reporting of clinical incidents and interactions to the instructor and appropriate clinical agency personnel. Academic honesty statements and guidelines for theory classes, test taking, and clinical practice are further defined for each course in the course syllabi.

Any student who breaches academic honesty is believed to place patient safety at risk, in addition to jeopardizing his or her own career potential. Student nurses share in the responsibility of reporting errors and events to their instructors; this includes reporting classmates and peers who may be jeopardizing patient safety or student performance by cheating.

Students who violate university or program academic honesty/integrity policies can receive disciplinary sanctions of warning, probation, suspension, or expulsion from the University, depending on the severity of the offense. Please see the [university’s academic integrity policy](#) for more information.

CHEATING AND PLAGIARISM

Cheating is committing fraud on a record, report, paper, computer assignment, examination, or other course requirement. **Plagiarism** is taking someone else’s ideas, words, statements, or other works and presenting it as your own work without the proper acknowledgment. This includes the work of fellow classmates. **Self-plagiarism** is defined as submitting your own work for multiple course assignments without the expressed permission of the course instructors.

Any student found guilty of cheating or plagiarism at any time may be dropped from a course and/or receive an “F” grade for the test, assignment, or the entire course. The course instructor has the

authority to determine the response to the violation (see Dismissal Policy). The student(s) involved in such an incident may appeal to the academic dean (see Appeals Process).

WRITING STANDARDS

Communication is critical for student success. As such the Nursing Department has adopted consistent writing standards across the curriculum. Nursing students are required to use the guidelines presented by the American Psychological Association (APA) in the most recent edition of the APA Publication Manual (the 7th edition) for all written assignments. Additional information is available on the APA website at www.apa.org Please direct course-related questions to the appropriate course instructors.

Clinical paperwork is specifically assigned for each course. Requirements may vary; however, standards regarding plagiarism still apply. Students who are unsure of the quality and accuracy of their work are advised to contact their instructor(s) prior to submitting their final work.

COMMUNICATION

The assigned MTU email is the official means of communication within the nursing program for all purposes, including coursework, clinical, and advising. All nursing department correspondence will be through the MTU email. Students are required to use their MTU email as personal emails may not be recognized. Faculty may request other means of communication for clinical notifications but students are required to also send an email to formally document the communication, such as in the case of absences.

LICENSURE

Graduation from the BSN program does not guarantee licensure as a Registered Nurse (RN) in any state. For the State of Michigan, the Board of Nursing, as a component of the Michigan Department of Licensing and Regulatory Affairs (LARA), controls and oversees nursing licensure for the state. Other states maintain their own licensing agency and have set their own guidelines and standards. Costs associated with the licensure exam and license application process are not included in the costs of the nursing program. These costs are the responsibility of the student.

Upon successful completion of the nursing curriculum at MTU, students are qualified to apply for RN licensure. Licensure in all states requires the satisfactory completion of the National Council Licensure Examination for the Registered Nurse (NCLEX-RN) to be taken only after successful completion of a qualified nursing program. The NCLEX is administered via computer adaptive testing (CAT) and is offered throughout the year by an outside testing agency.

Licensing disclosure statement:

Students considering pursuing an academic program that leads to professional licensure are advised that the MTU Nursing Program prepares students to practice in the state of Michigan and is not intended to prepare students for out of state licensure. Michigan Tech has not determined whether its curriculum prepares students for licensure in any other state or country.

Students wishing to take the NCLEX-RN and apply for licensure in another state, are advised to contact the nursing governing board for that state to investigate the licensure requirements, including testing procedures and fees. Individual State Boards of Nursing can be accessed through the National Council of State Boards of Nursing [website](#).

Please note that the Michigan Board of Nursing conducts a criminal background/history check as part of the pre-license screening process. A prior conviction of a felony or a misdemeanor could potentially impede the licensing process or one's ability to find employment upon graduation. Costs associated with Michigan's Criminal History Check are the student's responsibility.

INTERNATIONAL LICENSE AFTER GRADUATION

Students wishing to obtain a nursing license in another country after graduation must allow several months for the nursing department to fulfill their request for information. The nursing department requires both processing and postage fees for gathering and photocopying information, completing the BSN Program sections of the application, and mailing the requested materials. The nursing department will charge a flat fee of \$100 for processing; postage will be charged as needed.

ADMISSION REQUIREMENTS

A. GENERAL ADMISSION INFORMATION

The student is directed to review the section in the college catalog concerning admission to the University. The student must apply to the University through the Office of Admissions, and declare “Pre-Nursing” as their program of study. Enrolled students are assigned a faculty advisor to assist with their academic plan of study. Students enter under Pre-Nursing and are considered for entry to the Nursing Major upon successful completion of the Pre-Nursing Curriculum.

The MTU Nursing Program strives to admit students who can provide evidence of adequate potential to succeed in the BSN program. Students considered for admission must meet the academic preparation requirements and/or demonstrate the ability to successfully complete college-level work. Qualified students are considered for admission to the BSN program regardless of race, color, creed, sex, age, sexual orientation, national or ethnic origin or disability that does not interfere with the performance of professional nursing. Students with disabilities will be considered for admission to the Baccalaureate BSN program on an individual basis dependent upon their ability to meet clinical practice requirements and the core performance competencies.

B. ADMISSION TO THE FRESHMAN PRE-NURSING YEAR

In addition to meeting the general requirements for admission to Michigan Technological University, it is recommended that students applying to the freshman pre-nursing sequence meet the following criteria:

1. Received a high school diploma with an overall grade point average of 2.5 (C+) or better on a scale of 4.0 (or the equivalent)
2. Completed three years of mathematics, including one year of high school Algebra II or above.
3. Completed two years of high school science with one year of biology and one year of chemistry (or a combination of both or its equivalents) with an average grade of “B-” or better, or the equivalent at the college level with a grade of “C” or better.
4. Students transferring into the pre-nursing curriculum from other colleges must have a GPA of 2.85 or better on a 4.0 scale (or its equivalent).
5. Transfer credits from other colleges will be accepted per University policy.
6. Students who have completed the General Education Diploma (GED) or Homeschool and meet the admission requirements for the University will be considered on an individual basis.

C. ADMISSION TO THE BACHELOR OF SCIENCE IN NURSING MAJOR

Admission to Michigan Tech University does not guarantee acceptance to the BSN program. Students who wish to continue their studies in the Nursing Major must file an application of interest to continue in nursing during February of the freshman year. A limited number of students are accepted into the Nursing Major each year. If the number of eligible applicants exceeds the number of positions available, the faculty reserves the right to select the applicant based on academic qualifications and performance. The remaining applicants are encouraged to apply for admission to the Nursing Major the following year. Enrollment numbers in the professional Nursing Major are based on State regulations for student-faculty ratios and the availability of cooperating health care agencies for clinical placement.

In addition to meeting the general requirements for admission to Michigan Tech University, students applying for entry into the sophomore year of the Nursing Major must meet the following criteria:

1. Comply with the health requirements included in the orientation packet distributed upon acceptance to the Nursing Major.
2. Evidence of current Basic Life Support (BLS) certification through Red Cross (The Professional Rescuer) or American Heart Association (The Health Care Provider) that is valid for entire academic year.
3. Submit all required clinical documentation by July 1st (including but not limited to Physical exam, approved vaccination records, TB tests, BLS certification)
4. Have satisfactorily completed, or have reasonable expectations of completing, the following courses prior to admission into the Nursing Major. A minimum grade of “C” is required in all pre-nursing courses:

BL1200/1210 General Biology II: Introduction to Cellular and Molecular Biology
 BL2010/2011 Anatomy and Physiology I & lab
 BL2020/2021 Anatomy and Physiology II & lab
 BL1710 Medical Terminology
 CH1000 Introduction to Chemistry
 MA1020 Quantitative Reasoning (or higher)
 PSY2000 Introductory Psychology
 SSXXXX Social Responsibility Elective
 UN1015 Composition
 UN1025 Global Issues

5. Achieve a cumulative Michigan Technological University pre-nursing grade point average of 2.85 or better; or receive a grade point average of 2.85 or better in pre-nursing course work at colleges other than Michigan technological University.
6. Required courses may be repeated only once. Students must receive the required grade in the repeated course (second attempt) to be eligible for admission into the Nursing Major.
7. Students must not have been convicted of a felony or misdemeanor that will prevent them from becoming licensed as a registered nurse or from participating in a required clinical rotation and therefore must provide documentation of passing a current criminal history check. Additional information is available in the Nursing Program Office.

8. Students who fall out of sequence while in the nursing curriculum must apply for re-entry. Re-admission is granted on a space available basis. (See the ‘Academic Progression in the Major’ and ‘Readmission’ policies.)
9. Students who are denied admission to the Nursing Major must file a new application for admission to the Nursing Major prior to subsequent admission deadlines.
10. Submit an application to the MTU Nursing Program by March 1st for the following fall semester. Applications are available from the nursing office starting February 1st of each year.

D. INFORMATION FOR SPECIFIC POPULATIONS OF STUDENTS

Direct Admission

If you are a high school student with a 3.75 or higher cumulative high school GPA and have completed high school chemistry, biology, and algebra II courses with a “B” or higher, you may qualify for MTU Nursing Program Direct Admission. To be considered you need to complete the [Nursing Direct Admission process](#). Selected applicants will receive a reserved seat in the nursing major. Successful completion of nursing prerequisite courses and adherence to the Nursing Program Admission criteria outlined in section C: ‘Admission to the Bachelor of Science in Nursing Major’ are conditions of maintaining a reserved seat in the program.

Transfer Students

Students who have attended a college elsewhere may apply as transfer students. Qualified students will be accepted on a space available basis. Transfer students must be in good standing and eligible to return to all institutions previously attended and have earned a cumulative GPA of 2.85 or better (on a 4.0 scale or its equivalent) on all work attempted. Transfer students must satisfy the pre-nursing curriculum in order to transfer directly into the professional Nursing Major. Transfer students should plan on at least 3 years at Michigan Technological University. Refer to the university catalog for baccalaureate degree requirements.

Students with a Previously Earned Baccalaureate Degree

Students who have already earned one baccalaureate degree who wish to pursue the BSN as a second degree will be evaluated on an individual basis. Michigan Technological University *does not* offer a Fast-Track BSN program.

E. FINANCIAL AID AND FEES

Refer to the current Michigan Technological University Student [Financial Services Center webpage](#) for information regarding financial aid, fees, and scholarship opportunities. Refund policies can be found in the Michigan Technological University Undergraduate catalog as [Student Refund Policies](#) and [Withdrawal Policies](#).

F. HEALTH INSURANCE

After admittance to the Nursing Program, the student is required to provide evidence of basic health insurance. This insurance is at the student's cost. Evidence must be submitted to the Nursing office before the start of the fall semester each year enrolled in the program. Students must meet this requirement with documented evidence to participate in clinical education experiences. MTU and its affiliated health care agencies assume no fiscal responsibility for injuries or illnesses incurred while performing duties as a student nurse.

G. HEALTH REQUIREMENTS

Students entering the professional Nursing Major must have a physical examination completed by a licensed health care provider with no limitations found that would interfere with the student's ability to successfully perform nursing interventions required in the BSN program. The Physical Examination Form found in the student's orientation packet must be completed and on file prior to entry into the Nursing Major. In addition to the required annual updates, this form may also need to be updated on a yearly basis in order to be in compliance with clinical site requirements. In addition to the physical examination, the following information must be on record in the student's file before the student will be allowed entry into any clinical setting.

1. Medical information required:
 - a. Updated immunization for tetanus/diphtheria/pertussis, polio, measles, mumps, rubella, varicella, and covid-19. Students will be in compliance with the clinical agency and/or CDC recommendations. (For immunization details please see the CDC Vaccine Webpage <http://www.cdc.gov/vaccines>)
 - b. Hepatitis B series (or a signed waiver of decline for the Hepatitis B immunization).
 - c. Proof of varicella immunity is required. Students must provide either documented proof of two (2) varicella vaccinations or a positive varicella titer. Documentation of the illness alone is no longer acceptable.
 - d. Tuberculin testing updated every 12 months in accordance with the clinical site/CDC guidelines
 - e. Identification of any previous surgery, serious illness, latex allergy, and/or existing physical or mental conditions.
 - f. Those with confirmed or suspected allergy or sensitivity to latex are advised to speak with his or her health care provider regarding necessary precautions.
2. Physical requirements include:
 - a. Willing and capable of performing physical examination and care of patients.
 - b. Able to differentiate among the full spectrum of colors, and able to read a wide variety of gauges and monitors.

Additional requirements may be imposed in response to clinical site requirements.

The BSN program complies with and supports the Americans with Disabilities Act (ADA) and will make accommodations. However, if it is determined that a student has a disability and no accommodation can be made that would not fundamentally detract from the required educational experience, acceptance into the Nursing Major may be revoked.

H. CRIMINAL BACKGROUND CHECKS & SCREENING FOR SUBSTANCE USE

In response to the requirements of external clinical agencies providing clinical experiences for Michigan Technological University nursing students, all students enrolled in the Nursing Major are expected to undergo two different criminal background checks. Students must complete the annual online background check through Castlebranch each summer before July 30 at their own expense. A second background check is completed during the first week of the sophomore level through the Nursing Department. As outlined in the Michigan Public Acts 26, 27, 28 and 29 of 2006, any individual that regularly provides direct care services to patients or residents within a healthcare facility or agency, such as a nursing home, county medical care facility, or home for the aged, must submit to a criminal history check prior to providing such services. Therefore, all nursing students are required to possess written documentation of a current criminal history check prior to entry into the clinical nursing courses.

All students enrolled in the Nursing Major are expected to undergo drug-screening. The Michigan Technological University Nursing Program has therefore established a program-wide, zero-tolerance policy and procedure to include both annually and random drug-screening and testing.

For clinicals, nursing students are also subject to the policies outlined by the clinical agency (agencies) to which they are assigned. The detailed policy and procedure for the Nursing Department is located in *Appendix F: Policy and Procedure on Substance Use*

All costs associated with drug testing are the responsibility of the student.

I. BLS CERTIFICATION

All students must have Basic Life Support (BLS) for Healthcare Providers from either the American Red Cross **OR** the American Heart Association. Certification at the “lay” rescuer level is not sufficient; BLS must be either Healthcare Provider or Professional Rescuer. Evidence of current BLS status must be on file prior to the start of classes each fall. Cards must be valid throughout the current academic year calendar, including the summer session in the junior year. Cards that expire during that time will not be accepted and students will not be able to attend clinical. It is the student’s responsibility to obtain and submit this verification to the Nursing Program Office.

Evidence of current BLS status is to be submitted annually, each summer.

J. TIME COMMITMENT

The course requirements in the BSN major are rigorous and may require more time and commitment than many other areas of study. **Each clinical nursing course requires a minimum of 3 hours of direct clinical experience per clinical semester credit hour per week – schedules will vary depending on the clinical assignment and/or the clinical agency.** Time required for travel, clinical preparation at the assigned clinical agency, or study prior to and after the clinical experience is additional. It is strongly advised that students in the BSN program limit their employment. Students should expect to be available Monday through Friday each semester and allow *a minimum of 40 hours* per week for class, clinical, study, and skills practice. Saturday and/or weekend clinical experiences are scheduled periodically, including but not limited to potential make-up days. Students

are advised to review their clinical schedules at the start of each semester and communicate with the faculty regarding any and all conflicts that arise.

Students who have successfully completed the freshman pre-nursing year can finish the Nursing Major in three academic years plus at least one summer session, provided they complete all of their courses satisfactorily and in sequence. Students who plan to complete the entire program in four years, including the pre-nursing year, are expected to complete 14-17 credits each semester.

L. TECHNOLOGY REQUIREMENTS

Michigan Tech's computing device requirements are available on the [Information Technology website](#). All students are required to have a portable computing device. Students cannot rely on mobile devices, tablets, or Chromebooks as their primary computer. Computers and the Internet play an integral role in the Nursing Program. Nursing students will also need the following: Microsoft (MS) Office programs such as, but not limited to MS Word, Excel, and Power Point, webcam and microphone.

Contact the IT Department with any questions or concerns at the IT Help Desk via telephone (906-487-111) or via email (it-help@mtu.edu).

M. ONLINE COURSEWORK

All nursing courses utilize some degree of electronic learning tools. A few courses in the program are offered totally online. Most of your nursing courses use an electronic course companion to facilitate and strengthen your learning opportunities. In this case, faculty place coursework online that complements classroom lectures and assignments so that students have 24-hour access to the materials. Quizzes, worksheets, and discussion forums are used and will require time outside of class to complete. Many of these assignments are mandatory for successful completion of the course. Students are advised to plan their study time accordingly.

Students are responsible for completing all Internet-based assignments. It is the student's responsibility to verify upload, submission, and grading of the assignment on the site in order to validate that all assignments have been submitted and accepted. Instructors will not be responsible for assignments or quizzes not registered on required Internet sites.

It is highly advisable that students copy Internet pages that certify or validate that assignments or e-quizzes were properly submitted and registered on the site. Requests by students to the instructor challenging omissions or credit for any assignment entry must be made within 6 days following the due date of that assignment. After that period, entries will become permanent and cannot be disputed.

To improve access to such activities, the University has selected Internet-based learning platforms that are easy to access from anywhere at any time and is very easy to navigate. *Canvas* is the online learning platforms used by Michigan Tech University and the Nursing Program.

PROGRESSION STANDARDS

A. ACADEMIC PROGRESSION IN THE NURSING MAJOR

The Nursing Program strives to enroll every nursing student in the sophomore Nursing Major, provided academic progress is satisfactory and the program sequence is being followed. The faculty advisors evaluate the academic progress of individual BSN students *at each mid- and end-semester*.

Satisfactory yearly progress is contingent upon completing the following requirements:

All requirements must be completed within seven (7) years.

- Students must earn a minimum grade of 80% (B) in each nursing course in order to progress in the nursing sequence. Any student not achieving a minimum grade of “B” in a nursing course may not continue in the nursing sequence and will be required to apply for re-entry. *Upon re-entry, students will be evaluated on an individual basis to determine which course(s) will need to be repeated. In all cases, the clinical nursing course offered in the semester immediately preceding the failed nursing course will be required, regardless of the original grade earned. Additional coursework may be required depending on the individual circumstances.* Failed courses may be repeated only once. *NUR 4000 Acute & Urgent Clinical Nursing is not eligible to be used as a repeated clinical course (should a student fail NUR 4020 Nursing Management/ Leadership, the student will be required to repeat NUR 3280 Adult Medical/Surgical Nursing II).*
- Students must pass the didactic as well as the clinical component of the course to progress in the nursing sequence. The didactic score and the clinical score are **NOT** combined for the final grade. The clinical component of a nursing course is graded as Pass/Fail. A failing grade in clinical will result in a grade of “F” for the entire course.
- Completion of the following courses is required before or within the first year of being admitted to the Nursing Major (sophomore level): BL2940 Human Nutrition and BL3210 General Microbiology.
- All BSN students must achieve and maintain competency in dosage calculation. Such competency will be based on course requirements and academic level in the program. Competency at the sophomore level will be 90% minimum score on specified exams, 92% at the junior level, and 94% at the senior level. Individual course requirements will be communicated in each course syllabus (see Appendix D).
- Students receiving grades below the minimum grade requirements *in two or more required nursing courses* (this includes NUR and program required courses) are subject to dismissal from the Nursing Major.
- Students must earn a minimum grade of "C" in all degree-required, college-level, *non-nursing courses* to progress in the program. Those who do not meet the grade requirements will not be permitted to continue in the nursing sequence and must apply for re-entry. The student must repeat the course and meet the program requirements before the nursing faculty will consider the student for readmission into the program. Required courses may be repeated only once.

- A cumulative Grade Point Average (GPA) of 2.85 must be maintained throughout the program to progress into each semester and to graduate.
- Class and clinical attendance is *required* as necessary preparation for safe nursing practice. Students with repeated absences place themselves at risk for failure in the clinical and/or theory component of class *and/or* dismissal from the program based on this requirement (see Attendance Policies).
- Community service is a process in which students participate in organized service that meets the needs of the community. This activity fosters civil responsibility and enhances the academic curriculum. Community Service is required of all MTU Nursing students, in addition to servant and community experiences/service required in courses or extra-curricular memberships. Minimum hours and opportunities are to be determined by the Nursing department in accordance to community need, not to exceed 10 hours per semester. These experiences will be provided by the nursing department in collaboration with clinical and community partners. Failure to participate in the required minimum hours will violate the Nursing Program Code of Conduct.
- Students who fall below 80% at mid-term or are not meeting clinical standards in a nursing course must meet with the instructor, advisor, and/or Nursing Program Director to discuss strategies for success. A written plan, referred to as a learning contract, will be developed by the student in collaboration with the instructor and approved by the Director and/or student's advisor prior to the student's return to clinical when applicable. Learning contracts will be evaluated for compliance each semester (see Appendix C). Failure to fulfill the learning contractual agreement will be grounds for failure in the course.
- The Michigan Technological University nursing faculty reserves the right to recommend to the Nursing Program Director the withdrawal of a student from the BSN program for health, legal, academic, or clinical reasons particularly if the student has been involved in practices that jeopardize patient care or safety.

B. ADVISING

Advising is mandatory for all nursing students. Each nursing student is assigned a nursing Faculty Advisor who will serve as that student's advisor throughout the BSN program. Students should plan to meet with their advisor early in the first semester. Academic advising at regular intervals is strongly encouraged and each student is recommended that students meet with his or her advisor at least twice during each semester. The Faculty Advisor will assist and advise students on academic concerns and career planning. It is the student's responsibility to schedule and keep appointments with the advisor.

Students are to consult their advisors for, although not limited to, the following:

- For assistance in planning class schedules prior to the next semester's registration.
- When adding, dropping, or challenging a class.
- With questions regarding academic or institutional policy and procedure.
- When experiencing academic difficulty.
- Prior to completing the "Graduation Application" form required for graduation.
- When you have questions or concerns.

C. STUDENT SUPPORT SERVICES

Michigan Technological University offers a variety of resources to meet student needs and enhance academic success. Information regarding student support services can be found at the [Waino Wahtera Center for Student Success](#), the [Dean of Students office](#), the [Center for Diversity and Inclusion](#), and [Career Services](#). [Learning Centers](#) are available in different disciplines and offer peer coaching in multiple subjects. Nursing courses are supported through the Biological Science Learning Center

The Van Pelt and Opie Library offers access to print and electronic resources, online databases, group study rooms, computer workstations, equipment rental, printing services, interlibrary loan, and workshops.

D. AT RISK PRACTICE STATEMENT

The BSN degree signifies the beginning of professional nursing practice. The nursing faculty recognizes a responsibility to both students and patients to produce graduates able to carry out nursing functions that support the profession. If, in the best professional judgment of the nursing faculty, a student appears to be potentially unsafe to himself or herself, to patients, or colleagues, the nursing faculty will refuse to allow the student to attend or remain in the clinical setting, potentially preventing him or her from meeting the course and program requirements.

E. WITHDRAWAL FROM NURSING STUDIES

The process for withdrawal follows the University policy <https://www.mtu.edu/catalog/policies/withdrawal/>.

Students who have discontinued enrollment for one or more semesters must re-apply to the University following the procedures set forth by the University. Any and all transcripts of courses taken from another institution while away from Michigan Technological University will be required for re-entry. Students who choose to withdraw from the Nursing Major are encouraged to meet with their instructor(s) and advisor to discuss options for readmission.

F. PROBATION

The Nursing Department adheres to the probation policies set forth by the University. Students in the BSN program may be placed on probation if they demonstrate an inability to meet the clinical competencies in the areas of safety and adherence to the program standards. The student and advisor will be notified by the instructor should the situation arise. Learning contracts are instituted as needed. (See Academic Progression in the Nursing Major)

G. DISMISSAL

A student is subject to dismissal from the BSN program for any of the following:

1. Failure to meet the minimum grade requirements in two or more required nursing courses (see Academic Progression in the Nursing Major).
2. Failure to meet the minimum grade requirement in a repeated course (see Academic Progression in the Nursing Major).
3. The illegal use of any mind-altering drugs and the inappropriate use of alcohol in class, lab, and/or clinical (please refer to the sections entitled Standards for Professional Practice, the Nursing Student Code of Conduct, and Appendix F: Policy & Procedure on Substance Use).
4. Any breach of confidentiality (see Nursing Student Code of Conduct and HIPAA and Confidentiality).
5. Any breach of ethical conduct as noted under the sections on Standards for Professional Conduct, including but not limited to the sections outlining the Nursing Student Code of Conduct and Academic Honesty standards, will be grounds for failure in the didactic and/or clinical components of the nursing course, which could then lead to dismissal from the nursing program.

Students found guilty of demonstrating the behaviors in #3-5 above may be dismissed from the class and/or clinical experience immediately by the instructor and assigned the grade of “F” in the course. Under these circumstances, students will be ineligible for readmission to the BSN program. Students receiving a dismissal decision will be notified in writing of the decision and the rationale for the decision. Students have the right to appeal per University & program policy.

H. READMISSION

Requests for readmission will be granted on a first-come, first-served basis dependent upon the following:

1. Space availability.
2. The evaluation of previous performance in class and clinical.
3. Satisfactory completion of course pre-requisites and any deficiencies as identified by the faculty.
4. The demonstration of competency in previously learned clinical skills, procedures, and theory/didactic content.
5. The student’s cumulative GPA.

Students may be required to repeat previously taken nursing and support courses to ensure competency in clinical skills, procedures, and theory content. Students requesting readmission will be subject to the departmental policies found in the BSN Student Handbook in effect and published at the time of re-entry.

I. ACADEMIC GRIEVANCE PROCESS

The Nursing program follows the university grievance and appeals process. For Michigan Tech’s policy on student grievance and appeals, please see the Dean of Students Website. (<http://www.mtu.edu/deanofstudents/academic-policies/grievance/>).

It is recommended that students meet with their academic advisor to clarify the grievance and discuss appropriate approaches.

J. COMMUNITY CONDUCT SANCTION APPEALS

The procedure for the appeal of a *sanction* is outlined by the MTU Office of Academic and Community Conduct [Student Code of Community Conduct](#).

NURSING DEPARTMENT POLICIES

A. GRADING POLICY

The Nursing program utilizes the following grading scale for all nursing courses:

Letter Grade	Percentage	Grade points/credit	Rating
A	93% & above	4.00	Excellent
AB	92% – 88%	3.50	Very good
B	87% – 80%	3.00	Good
BC	79% – 76%	2.50	Above average
C	75% – 70%	2.00	Average
CD	69% – 65%	1.50	Below average
D	64% - 60%	1.00	Inferior
F	59% and below	0.00	Failure

The student must earn a minimum of 80% or above to pass each nursing course and progress in the nursing sequence.

The total points/percent will be rounded to a whole number using the 0.5 rule. Total points/percent greater than and equal to 0.50 will be rounded up, while 0.49 and below will be rounded down to the nearest whole number.

Extra credit is not available in any nursing course.

The clinical components of combined didactic/clinical courses are graded as Pass/Fail. All clinical components will have two performance standards determined by faculty and our accreditation bodies:

1. Demonstration of a minimal level of clinical competency using the clinical evaluation tool.
2. Earning 80% or higher on required clinical assignments.

Students must pass both the didactic and the clinical component of the course to progress in the nursing sequence. The didactic score and the clinical score are NOT combined for the final grade. A failing grade in clinical will result in a grade of “F” for the entire course.

B. ATTENDANCE POLICY

Attendance is **required** as a means to ensure students have the ability and opportunity to achieve the course outcomes. Students are expected to be **punctual** in attending all scheduled sessions of the course

for satisfactory achievement of the learning outcomes. This includes class, clinical, nursing arts/skills lab, examinations, student-faculty evaluation sessions, and community events. Failure to meet the attendance requirements will be cause for disciplinary action, including potential failure in the didactic and/or clinical component of the course.

If a student cannot attend a scheduled learning activity due to illness or extraneous circumstances, it is the responsibility of the student to contact the course and clinical instructor prior to the scheduled class/clinical start time. Lack of notification constitutes an unexcused absence and will prevent the student from participating in make-up activities.

Excessive absences or tardiness that prevent the student from meeting the course outcomes will be reviewed by the faculty to determine if the student can continue in the nursing sequence. Students should have a “Plan B” in place for such things as childcare and reliable transportation to minimize absences. Students are advised to review the attendance policy in the course syllabi.

C. CLINICAL ABSENCE/TARDINESS POLICY

- All clinicals are MANDATORY. Students are expected to have 100% attendance for all clinical rotations. All missed clinicals, including excused and unexcused absences must be made up to be able to progress in the nursing sequence. Make-up clinical assignments will be held in the same setting/site as the missed clinical.
- In the event of an emergency or illness, the student must speak directly to the clinical instructor and also notify the facility of the absence as soon as possible, but no later than the start of the clinical. Students missing more than one clinical day related to an illness must have medical provider approved clearance prior to returning to clinical.
- Whether an excused or unexcused absence, a student is not allowed to miss more than 2 days of clinical in a semester. An excused absence includes death of an immediate family member; hospitalization of the student, his or her spouse or children; and will be granted to students who are members of a university athletic team. One unexcused clinical absence will result in an academic contract and a 2nd missed clinical will result in a formal hearing with the nursing faculty. The faculty will recommend whether the student should be allowed to complete the course. The decision will be made on an individual case basis, considering students ability to meet course objectives, nature of absences, projected length of absence, clinical opportunity available to make up the hours missed, student’s current standing in course, and any other relevant factors. Make-up clinical for unexcused absences is not guaranteed and could result in an incomplete (I) grade for the class with make-up in the next semester or during the summer.
- A no-call, no-show prior to the start of clinical will result in 2 make-up clinical days and an academic contract, and a 2nd no-call, no-show will result in a formal hearing with the nursing faculty which could result in dismissal from the nursing program.
- The student is considered to be tardy if he or she arrives after the designated start time. The student who is tardy 1 time will also be placed on academic contract and a 2nd tardy will result in a formal hearing with the nursing faculty which could result in dismissal from the nursing program. Instructor discretion will decide if the student can participate in clinical that day.

- It is the students' responsibility to disclose any changes in medical, psychiatric, and other conditions that may impact clinical attendance/performance and/or the safety of self or others.
- In any instance where such conditions interfere with a student's ability to participate in a clinical experience, the student must submit a copy of the written medical clearance to the Nursing Department Office for the student's file and hand deliver a copy to the clinical instructor prior to the next scheduled clinical experience.

Clinical contact hours associated with each course contribute meaningfully to the students' ability to meet learning outcomes and become competent practitioners in the delivery of nursing care. The student enrolled in a clinical course is responsible for the following:

- Providing his or her transportation to and from the assigned clinical agency.
- Abiding by the existing rules and regulations of the assigned clinical agency, including the dress code requirements.
- Appearing neat, clean, and well-groomed at all times (See Dress Code).
- Being fully prepared mentally and physically to carry out the patient care assignment, including the completion of pre-clinical assignments. Students are expected to make the appropriate and necessary arrangements in his or her work schedule and personal life in an effort to meet the course and clinical requirements.
- Standard precautions are to be used in the care of all persons regardless of their diagnosis or possible infection status. These precautions apply to blood, all body fluids, secretions, and excretions (except sweat), non-intact skin, and mucous membranes.
- Contacting the clinical instructor when unforeseen circumstances or changes in personal status arise (such as change in physical health, potential reaction to latex, inability to meet course/clinical outcomes).
- Students who have successfully passed a skill test out must attempt that skill in the clinical setting if given the opportunity. Any student who refuses to attempt the skill will be asked to leave the clinical site and return to the lab for further practice. This will be considered a missed clinical day which the student will have to make up after successfully completing a retest out on the skill with their clinical instructor.
- **Students are not to work night shift before coming to their clinical experiences because of patient safety concerns.** Clinical instructors with evidence that a student has worked night shift prior to clinical will ask students to leave the clinical setting. A clinical make-up day will be required to make-up missed hours.

The nursing faculty reserves the right to require a student to repeat a clinical course and/or complete additional clinical time when, in the opinion of the clinical instructor, the performance of the student or the time the student has been absent from clinical makes it impossible to accurately assess the student's attainment of the course outcomes and competencies.

Make-up time is not guaranteed and depends upon the availability of faculty and clinical sites. Make-up clinicals are to be arranged by the faculty, not the student. The student is responsible for any costs involved in make-up or repeating the course.

D. NURSING ARTS LABORATORY (SKILLS LAB) REQUIREMENTS

The Nursing Arts Laboratory (Skills Lab) is designed and equipped to assist the student in learning nursing skills. Use of the nursing laboratory is **mandatory at all academic levels** to practice and master nursing skills. Each student must test out in the laboratory with a clinical skills instructor on the nursing skills required to prove proficiency required to meet patient safety standards. Testing schedules are provided by instructors and attendance is mandatory. Upper level students are advised to practice the skills not regularly experienced in the clinical setting to ensure safe delivery of patient care.

- Skill acquisition is central to the delivery of safe patient care and therefore will be verified through return demonstration and/or test out scenario. Students are expected to be prepared to participate in test out situations when scheduled. Students will be given a limit of 2 opportunities to successfully pass a skill test out. Any student who comes to a scheduled test out unprepared or refuses to perform their test out as scheduled will fail that attempt and must arrange with their test out instructor a retest and any desired additional instruction. A student cannot attend any upcoming clinical experience until they have successfully completed the assigned skill test out(s).

E. EXAM/QUIZ POLICY

1. The student is required to take exams and quizzes when scheduled.
2. Absence from an exam or quiz will be considered excused only in the event of illness or other imperative reasons and with the proper notification of faculty.
3. Students must ask the instructor for permission to postpone the exam or quiz prior to the time of the scheduled exam. If there are compelling circumstances, the instructor may waive the requirement for prior notification.
4. There will be no make-up for missed exams or quizzes without the prior approval of the instructor.
5. If approval has been granted, the student must take the missed exam the first day he or she returns to class. An alternate form of the original exam may be given (ex: essay or oral).
6. The student will receive a grade of zero (0) for the missed exam if the above guidelines are not followed.
7. Tardiness: Students who arrive after an exam or quiz has begun will be allowed to enter only at the discretion of the instructor.

F. ASSESSMENT TESTING AND REMEDIATION

All students are required to participate in the computerized testing program for progression in the BSN program. Each student will be required to take two comprehensive proctored exams and complete the assigned remediation (see below). The RN Comprehensive Predictor proctored exam will be given in the summer semester of the junior level and the fall semester of the senior level. Remediation will need to be completed during the timeframes outlined below. The exams and remediation will be offered through a software vendor selected by the Michigan Technological University Nursing program. The current software in use is Assessment Technologies Institute (ATI)

RN modules. Fees associated with assessment testing are the responsibility of the student and collected each semester as part of course fees.

RN Comprehensive Predictor Remediation Plan:

Junior Level: During NUR4000 Acute and Urgent Nursing, the RN Comprehensive Predictor proctored exam will be given and remediation will be assigned by an instructor. The instructor will give instructions regarding what needs to be completed and turned in. Hours of remediation will be based on the student's Predicted Probability of Passing the NCLEX-RN score.

Remediation at the junior level is as follows:

98% or above	no remediation
86-97%	the student will need to complete 15 hours of remediation
71-85%	the student will need to complete 25 hours of remediation
70% or below	the student will need to complete 35 hours of remediation

All remediation at the junior level is to be completed during NUR4000. Completion of the proctored exam and remediation are requirements for successful completion of NUR4000. Date for completion of the remediation will be given by the instructor. Failing to meet one or both of these requirements will result in a 25% point deduction in the student's grade, preventing progression in the program.

Senior Level: The RN Comprehensive Predictor proctored exam will be given during finals week of NUR 4040 Issues in Professional Nursing. Remediation will be assigned and completed in NUR 4080 Nursing Capstone. The remediation plan or the ATI RN Capstone class will be given in the senior level. The instructor will give instructions regarding what needs to be completed and turned in. Hours of remediation if the ATI RN Capstone class is not assigned will be based on the student's Predicted Probability of Passing the NCLEX-RN score.

Remediation at the senior level is as follows:

98% or above	the student will need to complete 10 hours of remediation
86-97%	the student will need to complete 15 hours of remediation
71-85%	the student will need to complete 25 hours of remediation
70% or below	the student will need to complete 35 hours of remediation

All remediation at the senior level is to be completed during NUR 4080. Hours completed before this course will not be counted in the required remediation hours for this course. Completion of the proctored exam and remediation plan, or ATI RN Capstone class are requirements for successful completion of NUR 408. Failing to meet one or both of these requirements will result in a 25% point deduction in the student's grade.

G. HIPAA AND CONFIDENTIALITY

The Health Information and Portability Act of 1996 was developed to provide consumers with greater access to health care insurance, to protect the privacy of health care data, and to promote

more standardization and efficiency in the health care industry. All students will be held responsible for following the regulations as set forth by the individual clinical agency during all clinical experiences.

In general, any information, either written or oral, having any relevance to patient care is considered strictly confidential. Discussion regarding patients is restricted to the proper professional or academic environment only under the supervision of appropriate health care professionals and/or nursing faculty. Under no circumstances is it ever appropriate to discuss one patient with another patient, nor to discuss a patient case in a public area. See course syllabi and faculty instructions for further specifics associated with each assigned clinical site. Any breach of confidentiality may be grounds for dismissal from the nursing program

Although the nursing faculty acknowledges that there are times when this issue seems unclear it is important to note that this is an extremely sensitive and legal issue. Examples demonstrating a distinct breach of confidentiality include, but are not limited to:

1. Using a patient's name or identifiers in written assignments.
2. Discussing confidential information, including a patient's name and identifying characteristics, in inappropriate areas such as but not limited to cafeterias, non-nursing classrooms, elevators, or hallways.
3. Discussing confidential information about a patient with third parties who do not have a clear and legitimate need to know, including but not limited to other patients, family members without the proper clearance, other students, and faculty outside of the nursing program.
4. Photocopying *or photographing* any portion of the patient's record or the patient in the clinical setting without the expressed permission of the clinical agency. This includes the use of cell phone cameras, Xerox machines, fax machines, electronic transfers, etc.
5. Seeking information on patients when it is not necessary for you to do so in order for you to carry out your role as a student.
6. Leaving the clinical setting with any records or documents related to a client, including any paperwork which contains identifying information about clients (for example, the last name).

H. LATEX ALLERGY STATEMENT

Nursing students may be at risk for developing latex sensitivity in the lab or clinical setting as an increased exposure to all rubber-based latex products increases the risk of developing latex sensitivity. Any student with a known latex allergy is advised to meet with the Nursing Program Director prior to entry into the Nursing Major to plan an appropriate course of action. Students will also be responsible for coordinating with individual clinical instructors. Students should be aware that a completely latex-free academic and clinical environment is not feasible so students will need to monitor their environments for potential risks.

All students entering the nursing program at Michigan Technological University are required to be screened for latex sensitivity by their health care provider as part of the necessary documentation of their health care status. Students with known latex allergies will be required to provide documentation from a medical provider for participation in lab and clinical. Any enrolled nursing student who experiences a potential reaction to latex (either in the lab or clinical) is required to

document the reaction, notify the clinical instructor, appropriate agency personnel, and seek further treatment from their health care provider.

I. STUDENT NURSES ASSOCIATION (SNA)

Michigan Technological University will seek membership in the National and state Student Nurses Association in the Fall of 2023. The Student Nurses Association (SNA) at Michigan Technological University will offer peer support and communication for nursing students, perform fundraising projects for class events, and participates in community outreach through volunteer activities. Annual election of officers is held in the spring. A student representative is elected to act as a spokesperson for student concerns. Affiliated with the Michigan Student Nurses Association, nursing students are provided the opportunity to network with students across the state.

J. STUDENTS WHO WORK FOR COMPENSATION

The faculty of Michigan Technological University's BSN program realizes the energy and time commitment needed for success within the program and therefore recommend that students enrolled in the program limit the amount of time they are employed. The faculty emphasizes that it is the responsibility of the student to regulate his or her time and activities outside of school in order to ensure success in meeting BSN program competencies. If a student chooses to work while enrolled in the program, the employing facility assumes the legal responsibility for the actions of the student during working hours. MTU holds no responsibility for the student's actions outside of scheduled course or clinical activities.

Under no circumstances is a student permitted to represent himself or herself as a student nurse, either verbally, in writing, or dress, while engaged in employment activities. This includes the requirement that students are not to wear the Michigan Technological University patched uniform or name pin and are not to sign anything as a student nurse apart from those activities assigned under the direction of the clinical or course instructor.

Hours completed as an employee or representative of an agency, paid or unpaid and including trainings, workshops or orientations can not be counted as clinical hours.

K. STUDENT REPRESENTATION ON FACULTY COMMITTEES

Students elect two student representatives for each academic level to serve on the Nursing Curriculum Committee (NCC) and the Nursing Student Affairs Committee (SAC). These students are expected to bring forth questions or comments from the nursing student body and provide feedback to their classmates. The Nursing Program Director reserves the right to appoint student representation until elections have taken place.

L. TRANSPORTATION

Students must provide their own transportation to and from class and clinical experiences regardless of location. It is advised that students consider the time involved for travel and make the necessary

arrangements for a timely arrival each day, allowing time for such unforeseen events as road construction, deteriorating road conditions, or car failure.

Should unforeseen events lead to a missed clinical experience, students are responsible for arranging their make-up time with their clinical instructor.

M. USE OF TECHNOLOGY IN THE CLASSROOM AND CLINICAL SETTINGS

Cell phones and personal communication technologies are not to be used in the classroom, lab, or clinical facilities. Cell phones and other personal communication devices are to remain off during classroom and lab activities. If you are expecting an emergency call, please place your phone/beeper on vibrate and let your instructor(s) know that you are expecting the call. You may check your messages during official break times.

There is to be no electronic text-messaging or Internet surfing during classroom or lab activities unless instructed to do so as part of a class assignment. The use of personal computers during these times is limited to the completion of specified class/clinical assignments and note taking.

Electronic devices such as, but not limited to cell phones, beeper/pagers, laptops, or tablets are not permitted in the clinical setting.

Cell phones and other personal communication devices are not to be re-charged in the classroom, lab, or any clinical setting.

Students not in compliance with this policy may have their devices confiscated for the duration of the learning experience. Students found using electronic devices inappropriately may be dismissed from the classroom or clinical setting. Make-up opportunities in this situation will be at the discretion of the faculty. Students with repeated infractions will be placed on a learning contract that is to be re-evaluated each semester.

N. LEARNING CONTRACTS/INCIDENT REPORTS (See Appendix C)

Situations may arise in the classroom, lab, or clinical setting deviating from the prescribed Student Code of Conduct or established standards thus requiring faculty intervention. If and when these instances arise, the faculty will determine the appropriate actions and/or documentation needed. Incidents that occur in the clinical setting, such as but not limited to medication errors, will require the completion of an incident report. Behaviors that deviate from the prescribed standards, such as but not limited to excessive absences or coming unprepared to a clinical experience, will require the completion of an incident report and/or a learning contract.

O. EXPOSURE CONTROL PLAN FOR BLOODBORNE PATHOGENS

The Nursing Program understands the importance of protecting students from occupational exposure to bloodborne pathogens. The [Michigan Technological University Exposure Control Plan](#) provides guidelines to minimize the risk for occupational exposure to infectious disease through increased awareness and prevention.

Faculty and students performing invasive skills providing direct or indirect contact with such body secretions as blood, blood products, or any body fluid visibly contaminated with blood are considered at risk and are to follow the prescribed guidelines for personal protection. Students are to follow the prescribed Exposure Control Plan (ECP) for the campus when performing skills in the on-campus skills lab. For off-campus clinical activities, students are to follow the ECP for the affiliated agency.

P. LATE ASSIGNMENTS CLASSROOM/CLINICAL/MISSED CLASSES

- Students are expected to submit all assignments on time. Late assignments will receive a grade deduction of 10% per day. No credit will be awarded for assignments submitted more than 3 days after the original due date. In the case that the assignment is not handed in because of an unexcused absence, the student will automatically receive a zero for the assignment. If a student does not turn in two assignments, the student will be put on academic contract/incident report and follow the policy of the academic contract/incident report.
- If a student misses two scheduled class sessions and fails to inform the instructor as to the reason for the absence prior to class, this will be deemed unexcused or no call/no show. This will result in the student being placed on academic contract/incident report and will follow the policy of the academic contract/incident report (also refer to ATTENDANCE POLICY).

DRESS CODE**

The personal appearance of the student nurse is a reflection of his or her newly developing image as a professional nurse, whether in the classroom or in the clinical setting. The official uniform identifies the individual as a student of the Michigan Technological University Baccalaureate Nursing Program.

- It is required that the full uniform with accessories, as specified below, is to be worn in the clinical setting when providing patient care.
- The laboratory coat and accessories, also specified below, may be worn in the clinical setting during assessment or observational experience.
- The uniform or laboratory coat is NOT to be worn while serving as an employee of an institution or outside the assigned clinical setting.
- The cost of the uniform and accessories is the responsibility of the student.
- Students are responsible for ordering and receiving their uniforms prior to the first clinical experience. It is recommended that two full official dress uniforms, one casual uniform, and one laboratory coat be ordered. The uniform patch is purchased separately and sewn onto the upper left sleeve of the lab coat. The required official dress uniform including lab coat, patch, and casual dress uniform polo shirt are to be purchased only from the Michigan Tech Campus Bookstore.

OFFICIAL DRESS UNIFORM - The approved uniform consists of the following:

Gray scrub top
Black scrub pants
Black Turtleneck or Black long sleeve t-shirt (optional)
White Laboratory Coat with Patch
ID Badge

CASUAL DRESS UNIFORM – The following uniform guidelines are required when visiting clinical agencies in the community, obtaining clinical assignments and patient information, and when attending agency orientations sessions.

- Black dress pants (no cargo-type pockets, no denim or corduroy, and no low-waist or yoga pants), appropriate length, not to drag on floor or be rolled up. Hem as necessary.
- Gray MTU Nursing Polo shirt
- Black shoes, may be casual, but closed-toe and must be worn with socks. No athletic shoes are permitted. Crocs are acceptable as long as they are fully closed-toe (no holes).
- ID badges are required in all clinical settings.
- White lab coat with patch on left sleeve.

ACCESSORIES - The following accessories will complete the uniform requirements.

Black Leather Nursing Shoes	Ball Point Pen - Black Ink
Or Walking Shoes	Penlight
Black Socks/Natural Hose (solid, no prints)	Bandage Scissors
Watch w/ Sweep Second-Hand	Stethoscope*

Blood Pressure Cuff with manometer
(recommended)

**NOTE: Students must have a stethoscope that will effectively detect both low and high pitch sounds.*

PERSONAL GROOMING REQUIREMENTS –

- Uniforms and laboratory coats are to be fresh, clean, *stain-free*, and neatly pressed. Clinical instructors will notify students of the dress code required for each clinical site.
- MTU Nursing Student patch is worn on the left sleeve of lab coat. Students are responsible for sewing these in place prior to start of clinical.
- A black turtleneck or long sleeve t-shirt may be worn under the tunic top when needed, not alone.
- ID badges are to be worn on the right side of the uniform or laboratory coat at shoulder level.
- Shoes are to be clean and polished.
- Black nursing shoes or walking shoes will not be worn outside the clinical sites. Students are expected to carry their nursing shoes to and from the clinical site each day.
- Pant legs are not to be tucked into socks or rolled up. Hem pant legs as needed. Pant hems are to be clean and intact.
- Undergarments are required and must not be visible through the uniform.
- Hair is to be neat and clean and of a natural shade. Shoulder length hair should be drawn away from the face. Hair below the shoulders must be neatly pinned up off the collar and shoulders. Hair accessories can only be worn to hold hair in place, must be minimal and natural in color.
- Beards and mustaches must be clean and trimmed.
- Nails are to be short, clean, manicured and polish-free. Artificial nails and nail decorations are not permitted in clinical.
- No gum chewing.
- Acceptable jewelry includes a plain wedding band and 1 pair post-type earrings (no larger than 3mm in size) for pierced ears (one earring per ear). No exposed piercings (including but not limited to lip, nose, and tongue piercings), necklaces, or bracelets are permitted in the clinical setting.
- Be aware that strong odors of perfume, cologne, shaving lotion, cigarette smoke, and body odor are potential allergens or offensive to patients, peers, agency staff, etc. Therefore, the use of these products is not permitted on clinical days and when in the lab and classroom.
- Tattoos must be covered and ***are not to be visible*** outside of or through the uniform.
- Uniforms need to be purchased in a size that provides ease of movement. Cleavage, midriff, and buttocks should not be visible upon bending, reaching, or other position changes.
- Students are required to change out of uniforms when clinical is completed. Uniforms are not to be worn to class, lab or any non-clinical activity.

***Failure to meet the above dress code will be cause for disciplinary action, including dismissal from clinical.*

COOPERATING CLINICAL AGENCIES

Due to contractual agreements with agencies, students must accept assignments as prepared for them by the faculty of the Nursing Program. The variety of settings available and used to fulfill clinical requirements provides the student with a wide range of experiences with diverse populations, organizations, and agencies located in both urban and rural settings throughout the Upper Peninsula of Michigan.

Clinical experiences outside of Michigan (such as through Aspirus Hospital and affiliated agencies in Wausau, Wisconsin) will be supervised by clinical preceptors who hold a license in that state. If no preceptor is available, the clinical experience will be rearranged.

Current Agencies:

Area Physician's Offices in Houghton, Keweenaw, and Baraga counties
Area Public Schools in Baraga County
Aspirus Keweenaw at Home- Home Health Services
Aspirus Keweenaw Hospital and affiliated agencies
B-H-K Head Start
Baraga County Memorial Hospital and affiliated agencies
Canal View (formerly Houghton County Medical Care Facility)
Copper Country Intermediate School District
Copper Country Mental Health Services
Goodwill Industries of Northern WI and Upper Michigan Workforce Development
Keweenaw Bay Indian Community/Donald A. LaPointe Medical Center
L'Anse Area Schools
Lighthouse at Hancock-Health and Rehab
Little Brothers-Friends of the Elderly
Oak House
Omega House
Phoenix House
UP Health Systems Marquette and affiliated agencies
UP Health Systems Portage and affiliated agencies
Upper Great Lake Family Health Centers
Western U.P. District Health Department

Additional clinical sites are always being pursued and may be added during the course of your educational experience here at Michigan Technological University. Students are not to pursue outside clinical experiences without the approval of the Nursing Program Director.

UNIVERSITY AND NURSING CONTACT INFORMATION

[Admissions Office](#)

John Edgar McAllister Welcome Center at the Memorial Union Building
906- 487-2335 or 888-688-1885
mtu4u@mtu.edu

[Financial Aid](#)

Administration Building, Room 103
906-487-2622
finaid@mtu.edu

[Registrar's Office](#)

Administration Building Room 130
906-487-2319
registrar@mtu.edu

[Waino Wahtera Center for Student Success](#)

Administration Building Room 130
906-487-3558
success@mtu.edu

[Dean of Students](#)

Administration Building Room 130
906-487-2212
deanofstudents@mtu.edu

[Nursing Program Office](#)

Dow Building Room 740
906-487-2021
nursing@mtu.edu

Nursing faculty contact information can be found on the [Biology Department Faculty page](#).

APPENDIX A ASSOCIATION REFERENCES

Students are advised to consult the following references for information regarding the standards of professional practice used to guide the development of the BSN curriculum.

ANA Standards of Professional Performance and ANA Standards of Nursing Practice

- American Nurses Association. (2021) *Nursing: Scope and standards of practice* (4th ed.).

ANA Code of Ethics for Nurses

- The *ANA Code of Ethics for Nurses* (2015) can be viewed on-line, in its entirety, through the [American Nurses Association website](#)

The interpretive guide to the Code of Ethics is available through the ANA.

- American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements* (2nd ed.).

APPENDIX B

Executive Summary *The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)*

This *Essentials* document serves to transform baccalaureate nursing education by providing the curricular elements and framework for building the baccalaureate nursing curriculum for the 21st century. These *Essentials* address the key stakeholders' recommendations and landmark documents such as the IOM's recommendations for the core knowledge required of all healthcare professionals. This document emphasizes such concepts as patient-centered care, inter-professional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, and practice across the lifespan in an ever-changing and complex healthcare environment.

Essentials I-IX delineate the outcomes expected of graduates of baccalaureate nursing programs. Achievement of these outcomes will enable graduates to practice within complex healthcare systems and assume the roles: provider of care; designer/manager/coordinator of care; and member of a profession. Essential IX describes generalist nursing practice at the completion of baccalaureate nursing education. This Essential includes practice-focused outcomes that integrate the knowledge, skills, and attitudes delineated in Essentials I – VIII. The time needed to accomplish each Essential will vary, and each Essential does not require a separate course for achievement of the outcomes.

The nine Essentials are:

- **Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice**
 - A solid base in liberal education provides the cornerstone for the practice and education of nurses.
- **Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety**
 - Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.
- **Essential III: Scholarship for Evidence Based Practice**
 - Professional nursing practice is grounded in the translation of current evidence into one's practice.
- **Essential IV: Information Management and Application of Patient Care Technology**
 - Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.
- **Essential V: Health Care Policy, Finance, and Regulatory Environments**
 - Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

- **Essential VI: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes**
 - Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

- **Essential VII: Clinical Prevention and Population Health**
 - Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

- **Essential VIII: Professionalism and Professional Values**
 - Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

- **Essential IX: Baccalaureate Generalist Nursing Practice**
 - The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
 - The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

Learning opportunities, including direct clinical experiences, must be sufficient in breadth and depth to ensure the baccalaureate graduate attains these practice-focused outcomes and integrates the delineated knowledge and skills into the graduate's professional nursing practice. Clinical learning is focused on developing and refining the knowledge and skills necessary to manage care as part of an inter-professional team. Simulation experiences augment clinical learning and are complementary to direct care opportunities essential to assuming the role of the professional nurse. A clinical immersion experience provides opportunities for building clinical reasoning, management, and evaluation skills.

Introduction

The Essentials of Baccalaureate Education for Professional Nursing Practice provides the educational framework for the preparation of professional nurses. This document describes the outcomes expected of graduates of baccalaureate nursing programs.

The Essentials apply to all pre-licensure and RN completion programs, whether the degree is baccalaureate or graduate entry. Program curricula are designed to prepare students to meet the end-of-program outcomes delineated under each Essential.

Background

The healthcare delivery system has changed dramatically since *The Essentials of Baccalaureate Education for Professional Nursing Practice* was endorsed by the American Association of Colleges of Nursing (AACN, 1998). Building a safer healthcare system has become the focus of all health professions following numerous reports from the Institute of Medicine (IOM, 2000, 2001, 2004), American Hospital Association (2002), Robert Wood Johnson Foundation (Kimball & O’Neill, 2002), the Joint Commission (2002) and other authorities. Nursing has been identified as having the potential for making the biggest impact on a transformation of healthcare delivery to a safer, higher quality, and more cost-effective system. With the increasing awareness of the need for change in the healthcare system, the clinical micro-systems (small, functional units where care is provided within the larger system) have become an important focus for improving healthcare outcomes (Nelson, Batalden, & Godfrey, 2007).

In addition to the concern over healthcare outcomes, the United States and the global market are experiencing a nursing shortage that is expected to intensify as the demand for more and different nursing services grows. Buerhaus, Staiger, and Auerbach (2008) reported that the U.S. may experience a shortage of more than 500,000 registered nurses by the year 2025. Despite annual increases in enrollments in entry-level baccalaureate nursing programs since 2001 (Fang, Htut, & Bednash, 2008), these increases are not sufficient to meet the projected demand for nurses. According to Buerhaus et al. (2008), enrollment in nursing programs would have to increase at least 40% annually to replace the nurses expected to leave the workforce through retirement alone. Addressing the need for an increased number of baccalaureate-prepared nurses is critical but not sufficient. Nursing must educate future professionals to deliver patient-centered care as members of an inter-professional team, emphasizing evidence-based practice, quality improvement approaches, and informatics (IOM, 2003b). Nursing education and practice must work together to better align education with practice environments (Joint Commission, 2002, Kimball & O’Neill, 2002).

The environments in which professional nurses practice have become more diverse and more global in nature. Scientific advances, particularly in the areas of genetics and genomics, have had and will continue to have a growing and significant impact on prevention, diagnosis, and treatment of diseases, illnesses, and conditions. The increased prevalence of chronic illness is a result of an increasingly older adult population, environmental threats, lifestyles that increase risk of disease, and enhanced technological and therapeutic interventions that prolong life. Increases in longevity of life have made the older adult the fastest growing segment of the population. In 2003, 12% of the population was older than 65 years of age. By 2030, this population will increase to 20%, with a large majority older than 80 years of age (He, Sengupta, Velkoff, & DeBarros, 2005). Those older than 65 years of age had almost four times the number of hospitalization days than those younger than 65 years of age (Centers for Disease Control, 2007).

Education for the baccalaureate generalist must include content and experiences across the lifespan, including the very young who are especially vulnerable. The percentage of the population under 18 years of age is 24.6% (U.S. Census Bureau, 2008). U.S. infant mortality in 2006 ranked 38 in the world (World Health Organization, 2008). Prevention is critical in addressing both acute and chronic conditions across the lifespan. The role of the nurse in prevention continues to be of utmost importance.

Increasing globalization of healthcare and the diversity of this nation's population mandates an attention to diversity in order to provide safe, high quality care. The professional nurse practices in a multicultural environment and must possess the skills to provide culturally appropriate care. According to the U.S. Census Bureau (2008), the nation's minority population totaled 102 million or 34% of the U.S. population in 2006. With projections pointing to even greater levels of diversity in the coming years, professional nurses need to demonstrate a sensitivity to and understanding of a variety of cultures to provide high quality care across settings. Liberal education, including the study of a second language, facilitates the development of an appreciation for diversity.

Strong forces influencing the role of nurses include:

- scientific advances, particularly in the area of genetics and genomics,
- changing demographics of patient populations,
- new care technologies, and
- patient access to healthcare information.

These forces call for new ways of thinking and providing health care. Nursing is uniquely positioned to respond to these major forces, requiring an increased emphasis on designing and implementing patient-centered care, developing partnerships with the patient, and a focus on customer service.

Nursing Education

In response to calls for transforming the healthcare system and how healthcare professionals are educated, AACN has maintained an ongoing dialogue with a broad representation of stakeholders internal and external to nursing. The dialogue has focused on the knowledge, skills, and attitudes needed by nurses to practice effectively within this complex and changing environment. New innovative models of nursing education have emerged, and AACN has taken a leadership role in crafting a preferred vision for nursing education.

In 2004, the AACN Board of Directors reaffirmed its position that baccalaureate education is the minimum level required for entry into professional nursing practice in today's complex healthcare environment. Baccalaureate generalist education, as defined in this document, is the foundation upon which all graduate nursing education builds.

The preferred vision for nursing education includes generalist, advanced generalist, and advanced specialty nursing education. Generalist nurse education occurs at a minimum in baccalaureate-degree nursing programs. Advanced generalist education occurs in master's degree nursing programs, including the Clinical Nurse Leader (CNL®), which is an advanced generalist nursing role. Advanced specialty education occurs at the doctoral level in Doctor of Nursing Practice (DNP) or research-focused degree programs (PhD, DNS, or DNSc). End-of-program outcomes for the baccalaureate, master's, and doctoral nursing programs build on each other.

The Discipline of Nursing

Roles for the baccalaureate generalist nurse are derived from the discipline of nursing.

The roles of the baccalaureate generalist include:

- provider of care,
- designer/manager/coordinator of care, and
- member of a profession.

Nursing generalist practice includes both direct and indirect care for patients, which includes individuals, families, groups, communities, and populations. Nursing practice is built on nursing knowledge, theory, and research. In addition, nursing practice derives knowledge from a wide array of other fields and professions, adapting and applying this knowledge as appropriate to professional practice.

In the senior college and university setting, every academic discipline is grounded in discrete inquiry-based applications that are distinctive to that discipline. Scientific advances, (particularly in the area of genetics and genomics), changing demographics of patient populations, new care technologies, and patient access to health care information call for new ways of thinking and doing in the provision of health care. The academic setting provides a forum for contemplating physical, psychological, social, cultural, behavioral, ethical, and spiritual problems within and across disciplines. Faculty have a responsibility to facilitate the translation of knowledge from a liberal education base into the practice of nursing. Nursing faculty introduce nursing science and theories, and guide the student in developing an understanding of the discipline of nursing's distinctive perspective.

Baccalaureate-prepared nurses provide patient-centered care that identifies, respects, and addresses patients' differences, values, preferences, and expressed needs (IOM, 2003a). Patient-centered care also involves the coordination of continuous care, listening to, communicating with, and educating patients and caregivers regarding health, wellness, and disease management and prevention. The generalist nurse provides the human link between the healthcare system and the patient by translating the plan of care to the patient. A broad-based skill set is required to fill this human interface role. Patient-centered care also requires the development of a nurse-patient partnership. Patients, as consumers of healthcare services, and as integral members of the healthcare team, have an increasing role and responsibility for the mutual planning of care and healthcare decision making.

The fundamental aspects of generalist nursing practice are: direct care of the sick in and across all environments, health promotion and clinical prevention, and population-based health care. A defining feature of professional nursing practice is the focus on health promotion and risk reduction. Advances in science and technology will continue to emerge, which will help to predict future health problems. Nurses will design and implement measures to modify risk factors and promote healthy lifestyles. These same advances in science and technology also have allowed individuals to live longer and often with increasing numbers of chronic illnesses and conditions. With an increasing emphasis on cost-savings and cost-benefits, nurses will play a leading role in the provision of care.

Assumptions

The baccalaureate generalist graduate is prepared to:

- practice from a holistic, caring framework;
- practice from an evidence base;
- promote safe, quality patient care;
- use clinical/critical reasoning to address simple to complex situations;
- assume accountability for one's own and delegated nursing care;
- practice in a variety of healthcare settings;
- care for patients across the health-illness continuum;

- care for patients across the lifespan;
- care for diverse populations;
- engage in care of self in order to care for others; and
- engage in continuous professional development.

Roles for the Baccalaureate Generalist Nurse

Baccalaureate Generalist nurses are providers of direct and indirect care. In this role, nurses are patient advocates and educators. Historically, the nursing role has emphasized partnerships with patients – whether individuals, families, groups, communities, or populations – in order to foster and support the patient’s active participation in determining healthcare decisions. Patient advocacy is a hallmark of the professional nursing role and requires that nurses deliver high quality care, evaluate care outcomes, and provide leadership in improving care.

Changing demographics and ongoing advances in science and technology are a reality of health-care practice. The generalist nurse provides evidence-based care to patients within this changing environment. This clinician uses research findings and other evidence in designing and implementing care that is multidimensional, high quality, and cost-effective. The generalist nurse also is prepared for the ethical dilemmas that arise in practice and will be able to make and assist others in making decisions within a professional ethical framework. Understanding advances in science and technology and the influence these advances have on health care and individual wellbeing is essential. Understanding patients and the values they bring to the healthcare relationship is equally important.

The generalist nurse practices from a holistic, caring framework. Holistic nursing care is comprehensive and focuses on the mind, body, and spirit, as well as emotions. The generalist nurse recognizes the important distinction between disease and the individual’s illness experience. Assisting patients to understand this distinction is an important aspect of nursing. In addition, nurses recognize that determining the health status of the patient within the context of the patient’s values is essential in providing a framework for planning, implementing, and evaluating outcomes of care.

The generalist nurse provides care in and across all environments. Nurses focus on individual, family, community, and population health care, as they monitor and manage aspects of the environment to foster health.

Baccalaureate generalist nurses are designers, coordinators, and managers of care. The generalist nurse, prepared at the baccalaureate-degree level, will have the knowledge and authority to delegate tasks to other healthcare personnel, as well as to supervise and evaluate these personnel. As healthcare providers who function autonomously and interdependently within the healthcare team, nurses are accountable for their professional practice and image, as well as for outcomes of their own and delegated nursing care. Nurses are members of healthcare teams, composed of professionals and other personnel that deliver treatment and services in complex, evolving healthcare systems. Nurses bring a unique blend of knowledge, judgment, skills, and caring to the healthcare team.

Baccalaureate generalist nurses are members of the profession and in this role are advocates for the patient and the profession. The use of the term “professional” implies the formation of a

professional identity and accountability for one's professional image. As professionals, nurses are knowledge workers who use a well-delineated and broad knowledge base for practice. Professional nursing requires strong critical reasoning, clinical judgment, communication, and assessment skills. The professional nurse also requires the development and demonstration of an appropriate set of values and ethical framework for practice. As advocates for high quality care for all patients, nurses are knowledgeable and active in the policy processes defining healthcare delivery and systems of care. The generalist nurse also is committed to lifelong learning, including career planning, which increasingly will include graduate level study.

Expectations for Clinical Experiences within the Baccalaureate Program

Baccalaureate programs provide rich and varied opportunities for practice experiences designed to assist graduates to achieve the *Baccalaureate Essentials* upon completion of their program. Clinical experiences are essential for baccalaureate nursing programs to prepare students to care for a variety of patients across the lifespan and across the continuum of care. In addition clinical experiences assist the graduate to:

- develop proficiency in performing psychomotor skills;
- apply professional communication strategies to client and inter-professional interactions; and
- acquire a professional identity.

Clinical learning is focused on developing and refining the knowledge and skills necessary to manage care as part of an inter-professional team. Theoretical learning becomes reality as students are coached to make connections between the standard case or situation that is presented in the classroom or laboratory setting and the constantly shifting reality of actual patient care. Clinical educators for baccalaureate programs are well informed about the specific learning that is taking place in the classroom and laboratory setting and find clinical education opportunities to reinforce and apply that learning. Programs provide clinical placements across the range of practice settings and across the continuum of care that are safe, supportive, and conducive for groups of students to practice and learn professional roles. Clinical practice opportunities expose students to practice issues such as technological innovations, accelerated care transitions, an unpredictable fast-paced environment, and complex system issues, which are all important in preparing the students for practice following graduation. In addition, clinical practice opportunities provide students with experiences and nursing role models that prepare them for practice in complex, changing healthcare environments.

Simulation experiences augment clinical learning and are complementary to direct care opportunities essential to assuming the role of the professional nurse. Laboratory and simulation experiences provide an effective, safe environment for learning and applying the cognitive and performance skills needed for practice. Reality-based, simulated patient care experiences increase self-confidence in communication and psychomotor skills, and professional role development. Beginning research supports the use of simulation in nursing education. Nehring, Ellis, and Lashley (2001) describe the use of human patient simulators in nursing education as an excellent tool to measure competency in the application of knowledge and technical skills. Debriefing, or feedback to the students, is as essential for simulation as it is for instruction in the clinical setting (National Council of State Boards of Nursing, 2005). Simulation is a valuable element of clinical preparation. However, patient care experiences with actual patients form the most important component of clinical education. Over

time, as evidence emerges regarding the use of simulation as a substitute for actual patient experience, the balance between actual and simulated patient care may change.

Direct patient care clinical experiences provide valuable opportunities for student learning not found in other experiences. Early learning experiences, including providing care for a limited number of patients, allow students to explore the challenging world of clinical practice. As students become more experienced, increasingly complex clinical learning opportunities are selected to provide a sufficient breadth and depth of learning to develop the competence necessary for entry-level practice with diverse patients across the life span in various types of settings. Through an immersion experience, students have the opportunity to develop increasing autonomy and assume an assignment that more closely approximates a realistic workload of a novice nurse in that environment.

A clinical immersion experience provides opportunities for building clinical reasoning, management, and evaluation skills. These opportunities increase the student's self-confidence, professional image, and sense of belonging that facilitate the transition to competent and confident practice. Immersion experiences allow students to integrate previous learning and more fully develop the roles of the baccalaureate generalist nurse:

- provider of care
 - evaluate client changes and progress over time
 - develop a beginning proficiency and efficiency in delivering safe care
- designer/manager/coordinator of care
 - manage care transitions
 - be an active participant on the inter-professional team
 - identify system issues
 - develop working skills in delegation, prioritization, and oversight of care
- member of a profession
 - evaluate one's own practice
 - assume responsibility for supporting the profession

An immersion experience provides faculty opportunities to observe student performance over time and more effectively evaluate the student's professional development.

Graduates of all types of baccalaureate programs need sufficient didactic, laboratory, and clinical experiences to attain the end-of-program outcomes of these *Essentials*. The nursing program determines and assesses clinical sites to ensure the clinical experiences for students provide:

- patients from diverse backgrounds, cultures, and of differing gender, religious, and spiritual practices;
- the continuum of care, including population-focused care;
- all age groups, including the very young and the frail elderly; and
- comprehensive learning opportunities to promote integration of baccalaureate learning outcomes that prepare the graduate for professional nursing practice.

Summary

The Essentials for Baccalaureate Education for Professional Nursing Practice serves to transform baccalaureate nursing education and are a dramatic revision of the 1998 version. Further, these *Essentials* meet the IOM's recommendations for core knowledge needed for all healthcare professionals (IOM, 2003b). Due to the ever-changing and complex healthcare environment, this document emphasizes such concepts as patient-centered care, inter-professional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, practice across the lifespan, and end-of-life care.

Essentials I-IX delineate the outcomes expected for baccalaureate nursing program graduates. Achievement of these outcomes will enable the baccalaureate-prepared generalist nurse to practice within complex healthcare systems and assume the roles:

- provider of care
 - evaluate client changes and progress over time
 - develop a beginning proficiency and efficiency in delivering safe care
- designer/manager/coordinator of care
 - manage care transitions
 - be an active participant on the inter-professional team
 - identify system issues
 - develop working skills in delegation, prioritization, and oversight of care
- member of a profession
 - evaluate one's own practice
 - assume responsibility for supporting the profession

Essential IX describes generalist nursing practice at the completion of baccalaureate nursing education. This Essential includes practice-focused outcomes that integrate the knowledge, skills, and attitudes delineated in Essentials I – VIII. The time needed to accomplish each Essential will vary, and each Essential does not require a separate course for achievement of the outcomes. Learning opportunities, including clinical experiences, must be sufficient in breadth and depth to ensure the graduate attains these practice-focused outcomes and integrates this knowledge and these skills into one's professional nursing practice.

Baccalaureate graduates translate, integrate, and apply knowledge that leads to improvements in patient outcomes. Knowledge is increasingly complex and evolving rapidly. Therefore, baccalaureate graduates are expected to focus on continuous self-evaluation and lifelong learning.

APPENDIX C
PROCESS FOR ESTABLISHING
LEARNING CONTRACTS & INCIDENT REPORTS

PURPOSE: To progress in the nursing program, students must meet the following standards:

- Achieve a grade of 80% (B) or above in each nursing course *and* receive passing grades (pass/fail) in the clinical component of each clinical nursing course
- Achieve a grade of “C” or better in all college-level, non-nursing courses
- Maintain a cumulative GPA of 2.85 or above
- Maintain consistent and timely attendance in class, lab, and clinical activities
- Maintain Student Code of Conduct, including following the policies set forth in the BSN Student Handbook

POLICY STATEMENT: Various academic and/or behavioral situations warrant intervention by the faculty. Situations that deviate from the expected standards outlined in the BSN Student Handbook, Course Syllabus, and/or clinical expectations set forth by the affiliated agency require the completion of 1) an Incident Report, 2) an Academic Agreement Contract, and/or 3) a Learning Contract. When situations arise that require the completion of any of the above-noted forms students are required to meet with their instructor, advisor, and/or Program Director to discuss strategies for success. A written plan will be developed collaboratively by the student and instructor, and approved by the , Faculty, and/or Academic Advisor prior to the student’s continuation and/or progression in the program.

DEFINITIONS:

Safety and Unprofessional Conduct/Incident Report: form to be completed when behaviors and/or situations deviate from the prescribed BSN Student Code of Conduct and performance standards as defined in the BSN Student Handbook, course syllabi, and/or clinical guidelines. This form is located in the BSN Student Handbook (Appendix C) – additional copies are located in the Nursing Office.

- Examples of situations that warrant an incident report include, but are not limited to:
 - Medication errors
 - Safety concerns in lab and/or clinical
 - Breach of BSN Student Code of Conduct such as (but not limited to) a demonstration of a lack of respect for peers, faculty, staff, and/or agency personnel; potential or risk for breach of confidentiality, unexcused clinical and theory absences, unexcused late assignments, etc.

Breach of Contract/Incident Report:

Students with a current contract who fail to comply with contract expectations and agreements will:

- Initial breach of the contract/incident report: student will present in front of full nursing faculty including explanation and plan of improvement for compliance of the contract.
- Second breach of the contract/incident report: Full nursing faculty vote with possible dismissal from the nursing program.
- Third breach of the contract/incident report: Will result in dismissal from the program.

Academic Agreement Contract: completed when a student is admitted with any identified areas of concern and/or weakness. This form is located in the Nursing Office.

- Examples can include but are not limited to:
 - Need for additional support for academic success such as study skills, reading comprehension, test taking, etc
 - Need for outside and/or additional tutorial support
 - Students consistently ill-prepared for, tardy for, and/or absent from class, lab, and/or clinical activities
 - Students not meeting the expected academic and/or behavioral standards

PROCEDURAL INFORMATION:

A. Incident Report: It is recommended that this form be initiated within 72 hours of an incident.

When an incident arises that requires documentation, the faculty will

1. Discuss the situation with the parties involved to establish the best course of action to be taken (i.e. completing an incident report at the facility for a medication error or safety concern, completing an internal incident report at the university, or both).
2. Discuss the situation with the student to clarify the incident and discuss the most appropriate or required course of action.
3. Report the situation to the appropriate facility, agency, or university personnel.
4. Document the situation as required by the agency and/or university
5. For incident reports filed internally:
 - a. Obtain a *Safety and Unprofessional Conduct/Incident Report Form* from the Nursing Office.
 - b. Note the student's name, ID number, nursing course in which the incident occurred.
 - c. Identify the faculty person initiating the documentation.
 - d. Note the location of the incident, description of the incident, and witnesses.
 - e. Identify the actions taken by the faculty.
 - f. Meet with student and document day/time and student's response.
 - g. Remind student to read breach of contract section.
 - h. Obtain signatures. Place original in student's file, provide copies to the student and instructor.
 - i. Notify Nursing Program Director and Advisor for further follow up as deemed applicable.

B. Academic Agreement Contracts: Established upon entry to program for at-risk students OR within 72 hours of an identified learning need.

- Upon entry to the Nursing Program, students may be identified as needing additional assistance for academic success. This form is completed for students who meet the program requirements however have struggled with one particular area such as math, science, writing, etc. This form is generally completed by the Academic Advisor in collaboration with support personnel and the student.
 1. Obtain *Academic Agreement Contract* form from Nursing Office.
 2. Establish appropriate plan of action (action plan).
 3. Discuss action plan with student. Have student identify goals and strategies for success.

4. Document the action plan, goals, and strategies for success on agreement form. Additional sheets may be used as needed.
 5. Note this action in student file as appropriate.
 6. Obtain signatures from students, Academic Advisor, and Program Director.
 7. Place original in student's file. Provide copy to student and instructors as needed.
- While in the program, this form is completed for students as a strategy to improve performance when students fall below expectations. Used to develop a plan for success, this form is established in collaboration between faculty and student and approved by the Department Chair.
 1. Obtain *Academic Agreement Contract* form from Nursing Office.
 2. Identify length of time contract will be enforced and the courses the agreement will cover (i.e. sophomore level nursing courses for AY, or all nursing courses enrolled in until graduation, etc).
 3. Identify area covered by the Learning Contract (attendance, academics, or personal) and note actions student is to take to meet outcomes for course, clinical, progression, etc. Be as measurable as possible (i.e. Student will attend all classroom, lab, and clinical sessions on time. OR Student will not miss more than 10% of OR Student will make up ___ sessions by ___ date, etc).
 4. Ask the student to complete a *Learning Contract Goal Sheet* to identify goals and strategies for success. Attach this sheet to *Academic Agreement Contract*. (Blank copies are located in same file as blank forms. File cabinet in the Nursing Office.)
 5. Obtain the required signatures.
 6. Place the original in the student's file. Provide a copy to student and appropriate faculty, advisor, and department chair as needed.
 7. Remind student to read the breach of contract portion.

C. Referrals to the Director of Student Success

The Nursing Program faculty are encouraged to use this avenue to help students when needed. This avenue can be used during the contract process, in lieu of the contract process (for issues not requiring departmental intervention), or when the contract process has not been effective.

SAFETY AND UNPROFESSIONAL CONDUCT/INCIDENT REPORT FORM

Student Name: _____ *Student ID #* _____

Current Nursing Course: _____

Date of incident(s): _____ *Time of incident(s):* _____

Date form initiated: _____ *Faculty initiating form:* _____

Location of incident(s): _____

Description of incident(s): _____

Witness to incident: _____

Action taken by faculty: _____

Meeting date with faculty and student: _____

Student Response: _____

Student Signature: _____ *Date:* _____

Initiating Faculty Signature: _____ *Date:* _____

Academic Advisor Signature: _____ *Date:* _____

Nursing Program Director Signature: _____ *Date:* _____

After all signatures are obtained, original goes into the student's file.
Copies of the signed form go to the student and Nursing Department Chair.
Copies given to student- Initials _____ Date _____

APPENDIX D

DOSAGE CALCULATIONS POLICY AND IMPLEMENTATION GUIDELINES

BSN Handbook Statement: Accurate dosage calculation skills are mandatory for patient safety and NCLEX success. Therefore, at Michigan Technological University, all BSN nursing students must achieve and maintain competency in dosage calculations. Competency expectations are based on course requirements and academic level in the program. Competency at the sophomore level is set at 90% minimum score on specified exams, 92% at the junior level, and 94% at the senior level. Individual course requirements, such as but not limited to the number of attempts students have on each exam to reach competency and the scheduling of the exams, will be communicated in each course syllabus and course calendar. *Failure to achieve the expected dosage calculations competency prior to the assigned clinical experience will result in failure of the clinical component associated with that course and academic level.*

Dosage calculation exams will be proctored and students are required to use the calculators provided by the nursing program.

Implementation Guidelines:

Sophomore Level: Students complete *NUR2030 Dosage Calculations* in the fall semester of the sophomore level. The midterm and final exams will serve as the dosage calculations written competency exams at the sophomore level.

Midterm Exam Expectations: The *NUR2030 Dosage Calculations* midterm exam must be successfully completed with a minimum score of 80% along with satisfactory completion of the *NUR2040 Introduction to Nursing Practice* medication administration practical skills testing sessions in order to pass medications in the clinical setting as required for the academic level. Students who do not reach the 82% benchmark on the *NUR2030* midterm will be provided 2 additional attempts to reach the competency prior to passing medications in the clinical setting.

Final Exam Expectations: A grade of 90% or above is required on the *NUR2030 Dosage Calculations* final exam to qualify students for *NUR 2050 Application of Nursing Practice* during the spring semester. Students who do not reach the 90% benchmark at the end of *NUR2030* will be provided 2 additional attempts to reach competency to move on to *NUR 2050 Application of Nursing Practice*.

Junior Level: The dosage calculations outcome measures will occur prior to the start of the clinical experiences in the following nursing courses: *NUR3200 Maternal-Child Nursing* (fall), *NUR3280 Adult Medical-Surgical Nursing II* (spring), and *NUR4000 Acute and Urgent Clinical Nursing* (summer). A score of 92% or above is required for each course and students will have 3 attempts to reach this score.

Senior Level: The dosage calculations outcome measures will occur prior to the start of the clinical experiences for *NUR4020 Nursing Management & Leadership* (fall) and *NUR4060 Community Nursing* (spring). A score of 94% or above is required for each course and students will have 2 attempts to reach this score.

APPENDIX E

POLICY AND PROCEDURE ON SUBSTANCE USE

Philosophy

For obvious health and safety reasons, nursing students must be fully in control of their manual dexterity and skills, mental faculties, and judgment as they conduct health care and educational activities in the clinical, lab, or classroom setting. The presence or use of drugs or alcohol, lawful or otherwise, which interferes with the judgment or motor coordination of nursing students, poses an unacceptable risk for patients, the student, colleagues, the Michigan Technological University Nursing Program, and affiliated clinical agencies. In order to uphold the highest standards of the nursing profession, the Michigan Technological University Nursing Program has adopted an alcohol and drug-free philosophy.

Policy

The Michigan Technological University Nursing Program fully supports and adheres to University policy, as outlined in the [Dean Students web page](#), regarding student use of alcohol and other drugs. Additionally, the Michigan Technological University Nursing Program must comply with policies in force at affiliated clinical agencies through which Michigan Technological University nursing students obtain specific clinical experiences. As a means of compliance with the policies of affiliated agencies, and to foster the philosophy of the Nursing Program, drug tests will be required as a part of the admissions process to the program at the beginning of each year of the program during which a student will be participating in clinical activities, and on a “for cause” basis if a student is reasonably suspected to be under the influence of drugs or alcohol. Any student in the clinical or classroom setting, who is determined to be impaired, by means of a positive alcohol or drug screen, or refusal to submit to a requested screen, shall be subject to disciplinary procedures up to and including dismissal from the Nursing Program.

Consent

As part of the admission package for the Nursing Program, each student will be required to sign a consent form (Attachment A), acknowledging awareness and understanding of the Policy on Substance Use and consenting to drug testing as outlined in the policy. This form will also provide consent for Nursing Program faculty and administration to have access to results of any and all drug tests conducted. This consent form will be valid for the duration of the program, and kept in the student file. Refusal by a student to consent to scheduled or “for cause” testing will be grounds for dismissal from the Nursing Program.

Drug Testing Facilities

All student drug tests will be conducted by a facility approved by the Nursing Program, and costs for drug testing shall be the responsibility of the student. No drug test from a facility not approved by the Nursing Program will be accepted. Students may make arrangements for approval of a facility other than those identified by the Nursing Program, so long as such approval is sought sufficiently

prior to testing so as to allow Nursing Program faculty and/or administration to verify the validity of the facility.

Testing for all scheduled drug tests will be provided through Castlebranch and an affiliated local lab. Phoenix House Inc of Calumet will provide Preliminary Breath Testing (PBT) for alcohol for any student suspected to be under the influence of alcohol. Payment for all tests shall be made by the student at the time of the test. Upon completion of the test, students will receive a form (Attachment B) signed by Phoenix House Inc. staff, declaring the outcome of the testing. Students shall present this form to the administration of the Nursing Program, as proof of testing.

“For Cause” drug or alcohol screenings will be conducted either at the clinical facility involved, if available, or at the Phoenix House Inc. facility in Calumet, Michigan. Transportation for testing will be arranged by the faculty member in charge of the clinical setting, or by clinical facility staff if appropriate.

Confidentiality

The results of all drug or alcohol screens, assessments, treatment records, and student contracts related to substance use and/or impairment will be held in strictest confidence by the Nursing Program. No information related to any of the above shall be released to any party, inclusive of, but not limited to, parents, spouses, clinical facilities, educational institutions, or prospective employers, without specific written consent from the student. The only exception to this policy will be the provision of negative drug and/or alcohol screens to clinical agencies as required for regulatory or accreditation standards.

Prohibited Substances

Use or possession of alcohol is prohibited in all clinical, lab, or classroom settings. Use or possession of illicit drugs is prohibited in all clinical, lab, or classroom settings. Illicit drug means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained; any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer, or being used for a purpose other than the purpose intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illicit drugs include, but are not limited to: stimulants, depressants, narcotic or hallucinogenic drugs, cannabis substances, such as marijuana and hashish, cocaine, heroin, methamphetamine, phencyclidine (PCP), and so-called designer drugs and look-alike drugs.

While the Nursing Program faculty and administration realize that a variety of health conditions may require the prescription of medications for treatment, they also recognize that such prescriptions may also lead to impairment. Further, they realize that such impairment, though caused by legally prescribed medication, presents the same risks as impairment caused by illicit substances, and thus will not be considered justification for such impairment. Prescribed medications which may cause impairment may include, but are not limited to; opioids, benzodiazepines, sleep aids, tricyclic antidepressants, anticonvulsants, and stimulants. Any student who is prescribed medication which

has the potential to cause impairment, is strongly encouraged to discuss the medication with the clinical or classroom instructor prior to participating in classroom or clinical experiences, thus allowing a reasonable approach to be utilized in monitoring and assessing presence and/or degree of impairment and consequent risk.

Medical/Prescribed Marijuana

Use of prescribed marijuana, in accordance with the Michigan Medical Marijuana Act, does not provide justification for a urine/oral drug screen positive for marijuana/THC. Based on court rulings in Michigan, several other states, and the Federal Courts, employers retain the right, and in some cases bear a responsibility under federal laws, in spite of state medical marijuana laws, to maintain a drug free, or “Zero Tolerance” workplace. Several of our clinical sites have adopted such policies. Consequently, to engage in contracts for clinical experiences for our students at these facilities, we must adopt and enforce comparable policies.

Definition of Impaired

Impaired means that a student’s mental or physical capabilities are reduced below their normal levels (with or without any reasonable accommodation for a disability). Impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor and attitude as manifested in speech or actions. Impairment will include an active addictive disease and/or physiological or psychological dependence upon chemical substances, for which the student is not receiving treatment.

Definition of Reasonable Suspicion of Impairment

Reasonable suspicion means any evidence which forms a reasonable basis for concluding that it is more likely than not that a person is impaired. Facts which could give rise to reasonable suspicion include, but are not limited to; the odor of alcohol or drugs, erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, marked changes in personality, academic capacity, or job performance, and unexplained accidents. Consideration may also be given to reports from other faculty, family or peers, and staff of affiliated clinical agencies.

No single factor listed above, with the exception of gross impairment, will form the basis for requesting a “for cause” drug screen. Rather, the faculty member will consider these factors during a private meeting with the student to discuss concerns of possible impairment. Such a meeting will be conducted in a place which maintains the privacy of the student, and will be attended by another faculty member or professional staff member from the affiliated clinical agency involved. A written record of the proceeding of such meetings (Attachment C) will be maintained by the faculty member in charge and will become a permanent part of the student record. Refusal of the student to participate in such a meeting upon request of the faculty member shall constitute a reasonable suspicion of impairment.

Safe Transportation

Any student who is suspected of being impaired, and will be leaving campus or a clinical facility, whether for drug/alcohol testing or subsequent to refusal, will be discouraged from operating a motor vehicle due to potential risks to the student and community. Faculty in charge shall make efforts to arrange alternative transportation such as, but not limited to, family of the student, public transportation, or taxi. Any costs incurred for alternative transportation shall be the responsibility of the student. Faculty shall reserve the right to contact local law enforcement agencies if the student insists on operating a motor vehicle and is grossly impaired.

Administrative Procedures

Any student who tests positive for alcohol or drugs, refuses a required test for alcohol or drugs, or refuses to meet with requesting faculty to discuss possible impairment, shall immediately be placed on administrative suspension from clinical courses. Upon receiving an administrative suspension, it is the student's responsibility to initiate, at the earliest convenience of all parties, a meeting with the faculty involved and the Director of the Nursing Program. This meeting shall determine the basis, if any, to avoid dismissal from the Nursing Program. Failure of the student to initiate such a meeting will result in dismissal from the Nursing Program.

Positive Screens, Identified Substance Use Problems

Consistent with the practices and philosophy of the Michigan Health Professionals Recovery Program (HPRP,) it is the philosophy of the Michigan Technological University Nursing Program to encourage nursing students/future nurses with identified substance use and/or impairment issues to address such issues before they result in harm to a patient or an unnecessary end to their potential nursing careers as a result of disciplinary action. Furthermore, the administration and faculty of the Michigan Technological University Nursing Program, shall endeavor, in a confidential, compassionate, and non-judgmental manner, to support any student who actively seeks to address substance use and/or impairment issues in the manner required by the Nursing Program.

Following a positive drug or alcohol screen, or refusal to screen, and subsequent administrative suspension from clinical courses, a student who wishes to continue in the Nursing major may take the following actions. After the above referenced meeting with the involved faculty member and Director of the Nursing Program, the student will be required to arrange an evaluation/assessment through:

Phoenix House Inc.
57467 Waterworks St.
PO Box 468
Calumet, MI 49913
Ph: 906-337-0763
Fx: 906-337-0768
<http://www.phoenixhouse.com/>

Further, the student must arrange, through appropriate release(s), to have the results forwarded directly to the Director of the Nursing Program. Specifically, the results may not be in the possession of the student prior to being submitted to the Nursing Program. Following this assessment, the student must make arrangements for any treatment recommended in the assessment. Any treatment must be provided by a provider specifically licensed to provide substance use/abuse treatment. The student is responsible for the costs of the assessment, and any subsequent treatment.

Upon engaging in any recommended treatment, the student must once again, through the use of appropriate release(s), arrange for ongoing treatment records to be forwarded directly to the Director of the Nursing Program. Again specifically, the records must not be in the possession of the student prior to being submitted to the Nursing Program. The student shall be required to follow all recommended activities of treatment, and to continue in treatment until such time as the provider of treatment declares such treatment completed, up to and including any long-term follow-up activities.

Upon successful completion of treatment, as defined above, or while engaged in recommended long term follow-up, the student may petition the Director of the Nursing Program to lift the administrative suspension on clinical courses, thus allowing them to resume progression in the Nursing major. Upon such a request, a meeting will be arranged between the student, the Nursing Program Director, academic advisor, and the Chair of the Biological Sciences Department. The purpose of this meeting will be to draft an academic/behavioral contract to define any requirements the Nursing Program may impose on the student as condition(s) of continued progression in the Nursing major.

Attachment A

Student Consent to Drug and Alcohol Testing, Acknowledgement of Drug Use Policies, and Consent to Release Results of any Drug Testing to Michigan Technological University Nursing Program

I, _____, a student enrolled in the Michigan Technological University Nursing Program, having read its Policy and Procedure on Substance Use, understand that as a prerequisite to entering the Nursing Program, and as a prerequisite to entering the clinical component of the program and participating in any clinical experience at an affiliating clinical agency that requires pre-placement drug testing, I am subject to the Michigan Technological University Nursing Program policies and those of the affiliating clinical agency, including but not limited to any requirement to submit to pre-clinical placement drug testing or drug testing when there is reasonable suspicion to believe that I may be impaired or engaged in substance use as defined by the applicable policies. I understand that the cost of any drug testing required by said policies shall be borne by me. By my signature below, I hereby give my complete and voluntary consent to submit to any such drug test(s) at a designated facility as required by the Michigan Technological University Nursing Program and/or any affiliating clinical agency at which I am placed for nursing school requirements.

I understand that a positive drug test or other violation of the Michigan Technological University Nursing Program Policy and Procedure on Substance Use, or that of any affiliating clinical agency, will result in disciplinary action, up to and including dismissal from the Nursing Program.

I further understand that the Michigan Technological University Nursing Program has a legitimate need to receive the results of my drug tests performed in accordance with the applicable policies. I give my consent to, and hereby authorize any drug testing facility that has control over any documents, records, or other information pertaining to any drug testing of me, to furnish originals or copies of any such documents, records, or other information to the Michigan Technological University Nursing Program.

I further consent to and hereby authorize any drug testing facility to answer the questions and inquiries of the Michigan Technological University Nursing Program concerning me including, without limitation, drug testing results, medical records, medical reports, analyses, questionnaires, and other materials which may have been made or prepared pursuant to or in connection with my drug test(s).

Student's printed name

Student's signature

Witness printed name

Witness signature

Date _____

This form will be maintained by the Nursing Program and will be disclosed to appropriate clinical agencies upon their request.

Attachment B

Result of Student Alcohol and/or Drug Screen

Name – Last: _____ *First:* _____ *MI:* _____

DOB: _____ *Date of Screen:* _____

Facility Conducting Screen: _____

Name of Individual Conducting Screen: (please print) _____

List any positive results: _____

All Results Negative

Signature of Individual Conducting Screen: _____

Attachment C

REPORT OF REASONABLE SUSPICION OF DRUG/ALCOHOL USE

(To be completed by the faculty member or clinical preceptor supervising the nursing student to be tested.)

1. Name of student suspected of impairment as defined in policy.

2. Date, time, and location of incident.

3. Reasons why you suspect the student of substance abuse. (Be as specific as possible, including times and dates when incidents occurred or unusual behavior was observed, the identity of any particular substance suspected of abuse, if known, and the names and whereabouts of those witnessing the incidents/behavior.) [Staple additional comments/observations to this document]

NOTE: Some types of information that should be documented if observed or known include: speech (normal, incoherent, confused, change in speech, slurred, rambling, shouting, using profanity, slow); coordination (normal, swaying, staggering, lack of coordination, grasping for support); performance (unfair practices, unsatisfactory work); alertness (change in alertness, sleepy, confused); demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic); eyes (bloodshot, dilated); clothing (dirty, disheveled); odor of alcohol on breath); other observed actions or behaviors; unexplained absences or tardiness.

4. Did the student admit to use of drugs/alcohol? Yes ___ No ___

Comments: _____

5. Was student found using or in possession of any illicit drugs/alcohol? Yes ___ No ___

6. What was the student's explanation when questioned about the behavior?

7. Have any other students or personnel witnessed or complained of the student's behavior? If so, please provide a list of witnesses to the behavior.

8. Based on the information above, it is my opinion that there is reasonable suspicion to believe that this student is impaired as defined in the Michigan Technological Nursing Program Policy on Drug Use.

Signature of Faculty Member Approving Drug Test

Date/time

Printed Name of Faculty Member: _____

Title: _____

Attachment D

Drug-Testing Notification Form

(TO BE COMPLETED BY THE APPROPRIATE NURSING FACULTY MEMBER)

Student Name: _____ *Notification Date:* _____
Time of Notification: _____ *AM/PM* *Notification Type:* *In Person*
 Direct Phone Contact

Institution Representative:

I certify that the above student has been notified of his/her selection for drug or alcohol testing and informed that failure to sign the notification form or failure to appear for testing will be treated as if there was a positive result for a banned substance pursuant to the Michigan Technological University Nursing Program’s Policy and Procedure on Substance Use.

Michigan Technological University Representative’s Signature *Date*

Student:

I acknowledge that I have been notified to appear for drug/alcohol testing and to report to the testing center with **picture identification** at:

_____ *at* _____ *AM/PM* *on* _____
(location) *(time)* *(date)*

I understand that I should be prepared to provide an adequate specimen and will not over hydrate. **[Do not drink too many fluids.]** I also understand that providing a diluted specimen will be cause for follow- up drug-testing. I acknowledge that failure to appear at the site on or before the designated time will be treated as a positive result under Michigan Technological University Nursing Program’s Policy and Procedure on Substance Use. By signing, I acknowledge that I have been notified of my selection for drug/alcohol testing and am aware of and will comply with what is expected of me in preparation for this testing event.

Student’s Signature *Phone Number* *Date*
(can be reached on test day)

Parent/Guardian for Students Who Are Minors:

I certify that I have custody of the student or am the legal guardian of the student by court order. I have read this notification form and understand that the student has been notified of his/her selection for drug/alcohol testing informed that failure to sign the notification form or failure to appear for the testing will be treated as if there was a positive result for a banned substance pursuant to Michigan Technological University Nursing Program’s Policy and Procedure on Substance Use. By signing, I am aware of what is expected of student in preparation for this drug-testing event and I agree to have my minor child be tested for banned substances.

Parent’s Signature *Date*

APPENDIX F– SOCIAL MEDIA BEST PRACTICE GUIDELINES

As student nurses contribute to the global image of nursing, it is important to recognize that intended and unintended outcomes of using social media reflect on the individual, school of nursing, university, and the nursing profession. Social media involves two-way communication, which can affect the control over what is posted requiring additional vigilance to ensure that personal, professional, and university reputations are protected. Inappropriate use of social media can result in serious consequences. The following best practices offer the student nurse guidance and expectations for navigating social media.

Guidelines:

1. Confidentiality and privacy are to be maintained at all times. Patient related or clinical site information, including images, must not be shared, posted or otherwise disseminated. HIPAA guidelines are to be followed at all times.
2. Promptly report any identified breach of confidentiality and privacy.
3. Maintain clear professional and personal boundaries. It is recommended that you consider setting up personal and professional accounts.
4. Online contact between patients or former patients is not advised. Professional ethical guidelines should be adhered to.
5. Refrain from posting or responding to a post that contains material that is profane, libelous, obscene, threatening, abusive, harassing, hateful, defamatory, discriminatory or embarrassing to another person or entity.
6. Do not make criticizing or disparaging comments about Michigan Technological University, affiliated agencies (including clinical agencies), instructors, staff, preceptors, patients and students, even if they are not identifiable.
7. Both photos and video of patients and clinical sites are strictly prohibited.
8. Both photos and video of instructors are prohibited without written permission.
9. Adhere to university-wide and all clinical agency policies in regard to social media and electronic use.
10. Do not use Michigan Technological University's name or logo on any personal sites you maintain or to promote a cause, person, event, or product. Respect all other copyright and intellectual property rights.
11. When posting, never claim or imply that you are speaking on behalf of the school of nursing, Michigan Technological University, or school sponsored organizations.

12. Electronic devices will not be used during clinical unless authorized by faculty. Social media sites are not to be accessed during clinical or classroom time.
13. Personal phone conversations and texting are not permitted during clinical, in the classroom or lab sessions.
14. Clinical experiences should not be discussed on online sites, regardless of manner or amount of information shared.

Considerations:

1. Social media is defined as “web-based and mobile platforms for user generated content that create interactive and highly accessible, and often public dialogues” (NSNA).
2. Social media sites are public forums, realize that these are not private sites regardless of privacy settings. Remember that once something is posted, it can never fully be removed from the internet even if deleted. Be aware that others may copy, screen save or forward posts.
3. Recognize that online comments and actions can negatively affect reputations among colleagues, clinical agencies, and patients and may have future consequences. Ensure that content associated with you is congruent with professional goals.
4. Individuals are legally responsible for posts and replies and can be held liable for violation of applicable laws, including but not limited to HIPAA violations, copyright infringements, defamatory and libelous comments.
5. Nursing students are preparing for a profession that has public expectations of high standards of behavior.

Consequences:

Students who share confidential, private, or unprofessional information are at risk of disciplinary action, including failure in a course and/or dismissal from the program.

Resources:

National Student Nurses’ Association (NSNA): Recommendations for Social Media Usage and Maintaining Privacy, Confidentiality, and Professionalism

National Council of State Boards of Nursing’s White Paper: A Nurse’s Guide to the Use of Social Media

American Nurses Association: Navigating the World of Social Media