Subject to Change Statement: This handbook has been prepared by the nursing faculty to provide information to enrolled students. The right is reserved to change any of the policies of the nursing department at any time. Students will be informed of policy changes. This entire document was reviewed January 2013, November 2015, March 2018, November 2018.

Regarding Discrimination: Minot State University (MSU) subscribes to the principles and laws of the state of North Dakota and the federal government pertaining to civil rights and equal opportunity, including Title IX of the 1972 Education Amendments. MSU policy prohibits discrimination on the basis of race, gender, religion, age, color, creed, national or ethnic origin, marital status, or disability in the recruitment and admission of students and the employment of faculty, staff and students, and in the operation of all college programs, activities, and services. Evidence of practices which are inconsistent with this policy should be reported to the Human Resource Director in the Administration Building.
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Introduction

A. Purpose and Background Information

1. The purpose of the Department of Nursing Handbook is to provide a source for the written policies and procedures used by the Department of Nursing. The Handbook supplements the Minot State University Undergraduate Catalog and the Minot State University Student and Faculty Handbooks.

2. The Handbook has been developed by faculty and students in the baccalaureate nursing education program. This document facilitates progression through the nursing education program.

B. Accreditation

The Bachelor of Science in Nursing (BSN) degree program is fully approved by the North Dakota State Board of Nursing and has continuing accreditation by the Accreditation Commission for Education in Nursing, Inc., (formerly the National League for Nursing Accrediting Commission--NLNAC) at 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326.

C. Characteristics of Baccalaureate Nursing Education

The faculty in nursing subscribe to the view held by the National League for Nursing and the American Nurses Association (ANA) that the BSN degree is the minimum foundation for professional nursing practice.

The faculty believes that the collegiate program in nursing provides students with a broad-based education in the arts, sciences, and humanities for self-development and professional practice. In such programs, students in nursing develop as scholars and share learning experiences with students entering other professions. Students are enabled to develop a broader view of, and increased knowledge about life. Students can expand their interests and capabilities for service in a professional career.

More than half of the nursing major is concentrated at the upper-division level to provide a strong foundation in the arts and sciences that can be utilized in learning professional nursing theory and practice. The program endeavors to prepare a competent, generalized professional practitioner in nursing who has sufficient background to pursue further specialization and graduate study in nursing. The faculty believes that the accountability for learning is the responsibility of the student. The role of the faculty is to facilitate that learning through multiple teaching strategies and the sequential development of knowledge. Clinical learning experiences provide for application of knowledge to real and simulated nursing practice situations to build competency.
The History of Department of Nursing  
MINOT STATE UNIVERSITY

1913, December  
Minot State College established.

1965  
Nursing Needs and Resource Committee of Upper Midwest identified need for BSN program in Minot.

1968  
Community-wide Committee, Lynn Aas and Dr. Richard Larson assisted in introducing legislation for establishment of a BSN program at MSU.

1969  
House Concurrent Resolution #13 passed in the ND legislature authorizing the establishment of a BSN program at Minot State College. No financial authorization. Private local dollars used for 18 months for Director's salary. The applicants for the Sisters of St. Francis School of Nursing program were referred to MSC.

1969, July  
Sister Mabel Meng, former Director of Sisters of St. Francis School of Nursing, became the first Director of Nursing at MSC. Resigned in 1975. Shared an office in the Science Building (Cyril Moore Hall) with refrigerators, tables and another faculty member and secretary. Moved to small office "broom closet," (also passage to photo lab) - near the main entrance of the Science Building.

1970, Spring  
Federal HEW grant received for development of nursing program. Dakota Hall used for Fundamentals Lab.

1972  
ND State Board of Nursing approval; application made for NLN accreditation.

1973  
First class to receive BSN degree - 17 graduates.

1975-1979  
Francis Forrest Svee, Ed.D. - Director of Nursing.

1976, August  
Nursing program moved to west wing of Hartnett Hall.

1979  
Designated as Division of Nursing and Health Professions.

1979-1980  
Mildred Galvin, M.S., R.N., Acting Director.

1979  
Three year grant #1 D10 NU 28039-01 Special Project Grant Application: "Nursing Curriculum Revision for Effective Education," received; provided funds for curriculum changes needed for accreditation. Grant began January, 1980.

1980, Fall  Implemented revised curriculum.

1981  Title changed to Division of Nursing and Health Management Science.

1981, December  Accredited by NLN for eight years.


1982, January  Valeda C. Fabricius, Ph.D. – Division Chair.

1984, July  Designated as School of Nursing and Health Management Sciences headed by a Dean.

1987, May  Designated as College of Nursing in Minot State University.

1989, Fall  Reaccredited by NLN for eight years.

1992, Fall  Converted to Semester system.

1994  Received continued ND State Board of Nursing Approval. Research and Professional Activity Forum, December 9, 1994. Impetus leading to the development of Mabel Meng Honor Society in Nursing.

1996  College of Nursing moved to 3rd floor of Memorial Hall as part of the Institute for Rural Human Services, June, 1996.


1997, Fall  Reaccredited by NLN for eight years. Received continued ND State Board of Nursing approval.


1999, Fall  Valeda C. Fabricius Greenspan resigned as Dean October 29, 1999. Linda Pettersen, Appointed Interim Dean.

2001  Linda Pettersen, named Chairperson, Department of Nursing, College of Education and Health Sciences.

2004, Fall  Dr. Elizabeth Pross named Chairperson, Department of Nursing, College of Education and Health Sciences.
2005, Spring Nursing Curriculum revision approved, MSU.

2006, Spring Reaccredited by NLNAC for 8 years.
Received continued ND State Board of Nursing Approval.

2006, Summer Dr. Elizabeth Pross resigned as Chair.
Mary Smith, appointed interim Chair.

2007, Summer Kelly Buettner-Schmidt named Chairperson, Department of Nursing, College of Education and Health Sciences.

2007 BSN Completion Online Program started.

2008, April Department of Nursing Conference Room dedicated and named for Sister Mabel Meng

2008, Fall Implementation of Adult Health Maintenance Clinic at Henry Towers.

2009, Fall Incorporation of High Fidelity Simulation into Learning Resource Center.

2011, Summer Kelly Buettner-Schmidt resigns as Chair. Mary Smith appointed as Interim Chair.

2011, Fall Nicola Roed named Chairperson, Department of Nursing, College of Education and Health Sciences.

2011, Fall Clinical Nursing Lab II opens.

2012, Spring EMS Arcadia system for Simulation installed.

2012, Fall Electronic Health Records incorporated into curriculum.

2013, May Name change of accrediting agency from National League for Nursing Accrediting Commission (NLNAC) to Accreditation Commission for Education in Nursing, Inc., (ACEN)

2014, August ACEN Board of Commissioners granted continuing accreditation with a Follow-Up Report in two years and the next evaluation visit Spring 2022.

2016, March North Dakota Board of Nursing granted full approval of the Minot State University Baccalaureate Degree Nursing Education Program until March 2021.

2017, March Accreditation Commission for Education in Nursing (ACEN) accepted follow-up report and granted continuing accreditation to the MSU Baccalaureate Nursing Program with the next onsite accreditation review during the Spring 2022 cycle.
2018, July

The BSN Program is accepted as a new applicant pursuing initial accreditation by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC 20001, (202) 887-6791. New applicant status is neither a status of accreditation nor a guarantee that accreditation will be granted.

THE NURSING PIN

A symbol of the nursing profession, unique to each school, is the nursing school pin. Designs range from small and simple to large and elaborate multicolored designs. The lamp of Florence Nightingale lights many of them. This is the symbol for the Greek lamp of knowledge.

The first school pin was presented in 1880 to the class at Bellevue Hospital School of Nursing in New York City. The hundreds of school pins designed since then carry both traditional symbols and symbols understood by those who have graduated from the school.

The first pin of Minot State University Department of Nursing was presented to graduates in 1973. The Nursing pin is to be worn proudly and cherished by the graduate.


MINOT STATE UNIVERSITY DEPARTMENT OF NURSING PIN
Section 1

Mission and Vision, Philosophy, Graduate Outcomes, Professional Nursing Standards, Organizations, Committees, Organizational Chart, and Student Records
College of Education and Health Sciences Mission and Vision

Mission
The College of Education and Health Sciences prepares quality professionals and pre-professionals in education, human service, and health science to meet the needs of others within a changing society.

Vision
The College of Education and Health Sciences has a regional, national and international reputation as a college:

- With graduates whose standards of performance are sought after by employers.
- With faculty who are sought after for their expertise as scholars and teachers and for their contributions to the community.
- With first class facilities including state-of-the-art technology and equipment.

MSU Nursing Mission and Philosophy

Mission & Philosophy
Minot State University is a public university dedicated to excellence in education, scholarship, and community engagement achieved through rigorous academic experiences, active learning environments, commitment to public service, and a vibrant campus life.

Mission Statement
The Minot State University Department of Nursing, as an integral part of the parent institution, is dedicated to excellence in nursing education, scholarship, and community engagement. The mission of the Department of Nursing is to educate individuals for professional roles in nursing and for graduate education through rigorous academic experiences, active learning environments, commitment to public service, and contributions to a vibrant campus life.

Department of Nursing Philosophy and Theoretical Constructs
The philosophy of the Department of Nursing is anchored in the major constructs of the meta-paradigm of nursing. Those constructs are identified as person, environment, health and nursing.

The Nursing Department faculty recognizes people are unique, complex, and evolving. Persons interact with a changing environment to maintain life and achieve purposes as individuals and members of a society. The person within the context of nursing is identified as a client. A client may be further defined as an individual, family, a group and/or community. People are dynamic, complex, adaptive, and self-determined in achieving a meaningful existence.

The environment is dynamic, complex, and multidimensional. The environment is further defined as the context, surroundings, settings, foci, or backgrounds within which individuals interact. Persons have a reciprocal relationship with ever changing internal and external environments. These environment systems interact in the ecological, socio-cultural, political, economic, spiritual, ethical and legal realms.

Health is defined as a condition of the life cycle that is dynamic, adaptive, responsive to both internal and external stimuli, and influenced by the behaviors of the person. Health refers to the person’s state
of well-being at the time nursing occurs. Health is personal and can range from high-level wellness to terminal illness.

Nursing is the application of scientific knowledge enhanced by artful practice in a socially responsible manner. Nurses provide compassionate, sensitive, evidence-based client centered and population focused quality nursing care and provide leadership as members of interprofessional teams to promote health, prevent disease and injury, and restore and maintain client integrity throughout the life span.

Nursing education is viewed as a process designed to facilitate learning for achievement of expected learning outcomes and prepare for nursing generalist practice. Students and faculty are active and responsible participants in learning. Nursing education at the baccalaureate level integrates content from the arts, humanities, social and physical sciences and incorporates the three domains of learning: cognitive, affective, and psychomotor. The key curricular components emphasized within the curriculum are derived from the Department of Nursing’s mission and philosophy and include professionalism, research for evidence based practice, holistic health, and globalization.

Professionalism
Professionalism in nursing includes adherence to professional nursing practice and performance standards. Professional nursing practice provides client and family centered quality care through interprofessional and client collaboration using best practices following the principles of altruism, autonomy, human dignity and integrity. The professional nurse possesses leadership and management skills using clinical judgment when delegating and supervising members of the health care team. Professional nurses practice autonomously and collaboratively within the legal/ethical scope of practice of the licensing organization. As leaders and members of the multi-disciplinary health care team, nurses think critically, communicate effectively, and work to create a safe, caring environment for care delivery, utilize information and patient care technology, and promote quality improvement and safety within an ever-changing and complex healthcare system. In providing services to society, nursing practice is based on knowledge from the discipline of nursing which requires ethical determinations, lifelong learning, accountability for one’s self and nursing practice, professional engagement, and the creative use of therapeutic nursing interventions.

Research for Evidence-based Practice
Research is a systematic inquiry that uses various approaches to answer questions and solve problems. Nursing research is a process that allows nurses to ask questions to gain knowledge for improving client outcomes. Evidence-based nursing encompasses the judicious use of theory and research driven knowledge in the clinical decision making process to provide best practices for the client and family. Evidence-based practice includes integrating reliable and best available evidence obtained from research combined with clinical expertise and client values. Nurses are accountable for the evaluation of client outcomes and identifying concerns in practice. Nurses collaborate with the health care team and incorporate technology in pursuit of the most current evidence for improvement of client outcomes.

Holistic Health
Nursing supports a holistic view of diverse persons and requires its practitioners to achieve a substantial knowledge base in the sciences, arts, and humanities. The caring, competent nurse uses self and presence, recognizing the importance of human dignity, spirituality, diversity, community and
social justice in the promotion of health through the life span. Communication of information is critical in educating people toward health and healing.

**Globalization**
The baccalaureate nurse is prepared to practice professional nursing in a global society, with an awareness of diversity and varied cultures. As members of a global community of nurses, the faculty is dedicated to support the education and professional development of nurses working to improve the health of the world’s people. With a commitment to social justice, the Department of Nursing prepares nurses to address issues of equity, fairness, and diversity.

**Theoretical Constructs**
The Department of Nursing’s theoretical beliefs are eclectic in nature with key concepts drawn from the works of Florence Nightingale, Madeleine Leininger, and M. Jean Watson. Major theoretical constructs are as follows: Nightingale’s (1969) emphasis on environment to optimize health; Leininger’s (1978) advocating for cultural care; and Watson’s (1979) premise that caring is the soul of nursing. Faculty embraces these theoretical beliefs as vital to nursing and baccalaureate education.

**References**


Revised 11/2015
Revised 3/2018
1. **Nursing Program Goals and Outcomes**

<table>
<thead>
<tr>
<th>GOAL</th>
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<tbody>
<tr>
<td>Provide a positive learning and workplace environment that supports student success and promotes sensitivity to diverse populations.</td>
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<tr>
<td>Deliver high-quality nursing education by providing an accredited baccalaureate nursing program supported by the liberal arts and sciences.</td>
</tr>
<tr>
<td>Provide for the acquisition of knowledge, values, and skills to enable nursing graduates to meet competencies for entry level roles. Foster collaborative partnerships to enhance nursing education learning opportunities.</td>
</tr>
<tr>
<td>Support meaningful service and community engagement.</td>
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<tr>
<td>Promote health and well-being to individuals and groups with varied and complex health needs across generations.</td>
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<table>
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<tr>
<th>OUTCOMES</th>
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<tr>
<td>1. Communicate effectively – orally, in writing, with technology.</td>
</tr>
<tr>
<td>2. Integrate knowledge for safe, effective, quality care environments, health promotion and maintenance, psychosocial integrity, and physiological integrity.</td>
</tr>
<tr>
<td>3. Practice professional nursing in a variety of settings responding to the needs of diverse individuals, families, groups, and communities.</td>
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<tr>
<td>4. Employ critical thinking/reasoning in problem solving and decision making.</td>
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<tr>
<td>5. Incorporate research for evidence-based nursing practice.</td>
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**Program/Graduate Outcomes**

The Graduate will meet program outcomes consistent with contemporary practice and includes:

1. Graduates will pass the licensure examination.
2. Graduates complete the nursing major with normal progression.
3. Graduates are employed in nursing.
4. Graduates are satisfied with the educational process and their ability to meet the student learning outcomes.
5. Graduates report intent to seek graduate education.

**Accreditation & Information**

The Department of Nursing was granted full approval in March 2016 by the North Dakota Board of Nursing, with the next survey scheduled in Spring of 2021. The Department of Nursing has been accredited by the National League for Nursing/National League for Nursing Accrediting Commission/Accreditation Commission for Education in Nursing since 1981. The next accreditation visit is scheduled for 2022. Minot State University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The BSN Program is accepted as a new applicant pursuing initial accreditation by the Commission on Collegiate Nursing Education (CCNE). The initial accreditation site visit is scheduled for February 2020.
<table>
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<tr>
<th>Strategic Priorities</th>
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<tr>
<td><strong>MSU Strategic Plan Goals</strong></td>
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<tr>
<td>&quot;Empowering Generations&quot;</td>
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<thead>
<tr>
<th>Don Goals</th>
<th>DON Strategic Priorities 2018-2021</th>
</tr>
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<tbody>
<tr>
<td><strong>1. Meet the educational needs of the local, regional, national, and global communities.</strong></td>
<td>Deliver high-quality nursing education by providing an accredited baccalaureate nursing program supported by the liberal arts and sciences.</td>
</tr>
<tr>
<td><strong>2. Recruit, retain, and value well-qualified students, faculty, and staff.</strong></td>
<td>Provide for the acquisition of knowledge, values, and skills to enable nursing graduates to meet competencies for entry level roles.</td>
</tr>
<tr>
<td><strong>3. Create an institutional environment that supports student, faculty, and staff success.</strong></td>
<td>Provide a positive learning and workplace environment that supports student success and promotes sensitivity to diverse populations.</td>
</tr>
<tr>
<td><strong>4. Promote and support the well-being of students, faculty, and staff, enabling them to address challenges across generations.</strong></td>
<td>Promote health and well-being to individuals and groups with varied and complex health needs across generations. Encourage ongoing personal and professional development and life-long learning.</td>
</tr>
<tr>
<td><strong>5. Foster and grow collaborative partnerships locally, regionally, nationally, and globally.</strong></td>
<td>Foster collaborative partnerships to enhance nursing education learning opportunities.</td>
</tr>
</tbody>
</table>
internships, practicums, scholarships, grants, Nursing Education Consortium, CUNEA and other opportunities.

6. Promote and recognize commitment to public service.

Support meaningful service and community engagement.

Promote a commitment to public service by continuing Nurse Scholarship Days, recognizing service achievements of students, faculty, and staff, and incorporating service activities into course assignments as appropriate.

Revised 2012
Revised 2013
Revised 2015
Revised 2018

1. III Professional Nursing Standards

The Department of Nursing is committed to a specified set of professional nursing standards. The documents by The American Nurses Association (2015), Nursing: Scope & Standards of Practice, Guide to the Code of Ethics for Nurses, and Nursing’s Social Policy Statement: The Essence of the Profession, have been accepted by Faculty. Thus when the term “nursing process” is identified in course objectives, it means the first six “Standards of Practice.” All students in the Department of Nursing will purchase a copy of each document and adhere to these standards. Professional standards of specialty groups may also be utilized to guide nursing practice.

Revised 2015

1. IV Organizations

A. Alumni Association

All students are encouraged to join the Minot State University Alumni Association at graduation. It is through this organization that the University maintains contact with its graduates. An annual Homecoming for alumni is traditional.

B. Nursing Student Association of North Dakota (NSAND) - Nursing Student Association-Minot State University (NSA-MSU)

The Nursing Student Association (NSA)-Minot State University (MSU) Chapter is open to any student declaring nursing as their major. The Association provides the student with organizational and leadership opportunities. It is a professional responsibility for the student to become involved in activities that will broaden one’s commitment to, and knowledge of, nursing.

1. The purposes of NSA-MSU include: To assume responsibility for contributing to nursing education in order to provide for the highest quality health care, to provide programs representative of fundamental and current professional interest and concerns and to aid in the development of the whole person, their professional role, and their responsibility for the health care of people in all walks of life.
2. The NSA-MSU Chapter (constituency) of the Department of Nursing is a member of The Nursing Student Association of North Dakota (NSAND). The Nursing Student Association of North Dakota is a member of the National Student Nurses Association (NSNA). This is the largest independent student professional organization in the U.S.

3. The NSA-MSU chapter meets monthly. A President, Vice-President, Secretary and Treasurer are elected annually from the membership. NSA-MSU is involved in the state convention in February of each year and encourages members to attend; as well as the National convention which is held in spring semester. Local activities, involving a variety of committee groups, include: selecting a SNOY (Student Nurse of the Year), sponsoring community and campus service projects, and providing programs at general monthly meetings.

4. Students may also earn college credit (must register for the class) through participation in NSA MSU chapter.

C. **MSU Student Association**
The Department of Nursing and NSA-MSU chapter are encouraged to have representation on the Minot State University Student Association.

D. **Omicron Tau Chapter, Sigma Theta Tau International Honor Society of Nursing**
The Honor Society, chartered in 1998, supports nursing scholarship and leadership. Senior students meeting criteria set forth by the national organization are inducted in the spring of every year. Students invited must be in the top 35% of their class with a cumulative GPA of 3.0 or above.

1. **Department of Nursing Committees**
   A. **Admission and Progression Committee**
   1. **Composition**
      Composed of at least three faculty members.
   2. **Duties**
      a. Admission and Progression Committee members select a chairperson for the academic year.
      b. Record minutes for distribution to all faculty and for permanent filing, and available on blackboard.
      c. Meet as needed to fulfill duties of committee.
      d. Review policies and procedures including criminal background checks for admission and progression in the Department of Nursing, and make recommendations to Faculty Committee.
      e. Review student applications (based on published admission criteria) and present list of qualified applicants to Faculty Committee for admission decisions.
      f. Review transfer students requests for NURS course substitutions/equivalencies and make recommendations to Faculty Committee.
      g. Review Student Applications for re-admission and make recommendations to Faculty Committee.
      h. Review individual student progress as necessary and make recommendations to Faculty Committee regarding progression in the major.
i. Facilitate audit process of Semester 4 students’ academic record for completion of MSU and Department of Nursing graduation requirements.

j. Enter copies of any decision regarding academic status of a student in their student file and notify advisor.

k. Review Systematic Process for Program Effectiveness (SPPE) and complete responsibilities as indicated.

B. Curriculum Committee

1. Composition
   Composed of at least four faculty members, preferably with representation from each of the 200, 300, and 400 courses and positions for student representation from each of the 5 continuing class groups (semesters 1-5).

2. Duties
   a. Select a chairperson from the faculty representatives to serve for the academic year.
   b. Record minutes for distribution and for permanent filing, and available on Blackboard.
   c. Meet monthly and as needed to fulfill the duties of the committee.
   d. Recommend criteria for the organization and development of the curriculum for the BSN program.
   e. Evaluate the ongoing curriculum to reflect current trends in nursing and review nursing courses for consistency and appropriateness. Submit recommendations to the faculty.
   f. Evaluate the utilization and development of learning resources used by the Department of Nursing.
   g. Assess the adequacy of learning resources for the Department of Nursing and recommend purchases to faculty.
   h. Review requests for major course changes, including changes in course catalog descriptions, course objectives, clinical site usage, clinical assessment and evaluation tools, and high stake assessments. Submit recommendations to faculty.
   i. Review recommendations for textbook changes during the semester preceding the textbook change. All requests will include: 1) rationale for change; 2) effect on other nursing courses; 3) textbook evaluation form.
   j. Review new course requests. All requests should include a syllabus, rationale for the new course, and needed resources. Submit recommendations to faculty.
   k. Review Department of Nursing SPPE and complete responsibilities as indicated.

C. Student-Faculty Affairs

1. Composition
   Composed of at least four faculty members, preferably with representation from each of the 200, 300, and 400 courses and positions for student representation from each of the 5 continuing groups (semesters 1-5).

2. Duties
   a. Select a chairperson from faculty members.
   b. Record minutes for distribution to faculty and permanent file including Blackboard.
c. File an annual report including recommendations on new and evolving issues related to student and faculty welfare and satisfaction.

d. Meet monthly and as needed to fulfill duties.

e. Recommend criteria and procedures for the promotion of student and faculty welfare.

f. Recommend criteria and procedures for the selection of students for scholarship funds. The faculty assigned to implement the process for scholarship, reports to SFA for student nominee selection.

g. Submit recommendations for student awards and recognition event to Faculty Committee. *Only faculty members consider issues involving individual student awards.

h. Assist with coordination of Department of Nursing special events which may include high school health career student tours, holiday, and student nurse day activities.

i. Review and update Department of Nursing Handbook and Faculty Manual for students and faculty.

j. Complete assessment as identified in Department of Nursing SPPE.

D. Clinical and Community Advisory Committee

The Minot State University Department of Nursing collaborates with many community and clinical agencies across the region in providing educational experiences in the clinical setting. The primary purpose of the Clinical and Community Advisory Committee is to elicit feedback and exchange information between the MSU Department of Nursing, the community, clinical agencies and others. Through this effort, trends may be identified, changes implemented, and opportunities for improved outcomes achieved. Membership is invited by the chairperson of the Department of Nursing with faculty input and includes representatives from students, faculty, the community, and the clinical agencies. A membership list can be obtained within the Department of Nursing.

E. Community of Interest Definition

The Community of Interest is defined by the Department of Nursing and includes but is not limited to our students, faculty, staff, alumni, the Clinical and Community Advisory Committee, clinical agencies, professional and community groups, the University, and regulatory and accrediting agencies. This group shares the DON mission and philosophy of preparing a Bachelor of Science in Nursing graduate for a professional role in nursing and for graduate education through rigorous academic experiences, active learning environments, a commitment to public service and contributions to a vibrant campus life.

F. Assessment Committee

1. Composition
    Composed of the faculty teaching within the curriculum 200, 300, 400 courses.

2. Duties
    a. Select a chairperson from faculty members.
    b. Meet once per semester or as necessary to fulfill duties.
    c. Record minutes for distribution to all faculty and the permanent file.
    d. Make recommendations concerning current curriculum and student learning outcome results to Faculty Committee.
e. Manage matters pertaining to all Assessment Technology Incorporated (ATI) learning experiences and utilization of ATI resources for the appropriate courses within curriculum.

f. Invite additional faculty and ATI representative involvement as needed.

g. Complete assessment as identified in Department of Nursing SPPE.

G. **BSN Completion Program Committee**

1. **Composition**
   Composed of the faculty teaching BSN Completion online courses, a student representative, Advanced Standing Director and Department of Nursing Chair.

2. **Duties**
   a. Advanced Standing Director shall serve as committee chair.
   b. Meet once per semester or as necessary to fulfill duties.
   c. Record minutes for distribution to all faculty and the permanent file.
   d. Make recommendations concerning BSN Completion online program courses, curriculum, admission criteria, clinical issues, etc.
   e. Identify Strategic Plan for academic year.
   f. Provide BSN Completion online program data as needed for official accrediting reports.
   g. Invite additional faculty and RN students involvement as needed.
   h. Advanced Standing Director will bring to the committee concerns/questions relating to applicants not meeting admission criteria. Committee recommendations will be brought to Faculty as needed.
1. VI  **Department of Nursing Organizational Chart**

- **Department Chair**
  - Advanced Standing Director
    - Administrative Secretary
  - Director of LRC and Simulation
  - LRC Coordinator
    - Work Study Students
    - Administrative Secretary
    - Work Study Students
  - Faculty
    - Faculty Committee
    - Community & Clinical Advisory Committee
      - Admission Progression Committee
        - Assessment Committee
          - Curriculum
            - Students
        - Student Faculty Affairs
          - Students
1. VII **Student Records**

**Ongoing Records**

1. An official academic record is maintained for each student in the Registrar’s Office. The Department of Nursing advisement records are located securely in a locked file room within the Department of Nursing. Students can view and contribute to their own records with faculty consultation.

2. A summary of clinical evaluation after each clinical course will be placed in the student’s advisement file in the Department of Nursing office and securely maintained.

3. FERPA policies are followed.

Revised 8/2013
Section 2

Student Admission, Progression, Graduation and Related Policies
2. I **Academic Advising**

Academic advising is available for each nursing major. Advisors are appointed by the Department of Nursing Chairperson. Advisors are available to each student by appointment during scheduled office hours for assistance with scheduling and registration. Students should meet with their academic advisor prior to registration each semester. The Advanced Standing Director is the academic advisor for BSN Completion Program RN Students.

2. II **Admission**

The nursing major consists of five semesters of full-time study (NURS 255 and higher numbers). All classifications of students must make application to the major before commencing this program of study. Application must be preceded by advisement, which should take place early in the student’s admission process (see Academic Advising).

University and Department of Nursing policies apply to all student classifications (basic, transfer and advanced standing) unless specified otherwise in the Department of Nursing Handbook. These policies and procedures shall include those pertaining to admission to the institution, progression, retention, dismissal, and graduation (see current *MSU Undergraduate Catalog: “Requirements for Application for Admission into the Nursing Major”*, the Department of Nursing brochures: “Requirements, Policy and Procedure for Admission into the Nursing Major” and “BSN Degree Online for the Registered Nurse”).

A. **Applicant and Student classifications**

**Basic** – Students who have only previously earned nursing major credits of NURS 253 or equivalent.

**Transfer** - Students without a nursing license, but having transferable nursing major credits comparable to NURS 255 and higher. A letter of recommendation which documents the student leaving the program in good standing must be received from the prior nursing program administrator.

**Advanced Standing** - Students with a nursing license (Registered Nurse) and prior educational and experiential qualifications in nursing who are applying for the BSN Completion online program.

*Based upon credit mechanisms established by the MSU Registrar’s Office in consultation with the Department of Nursing Chairperson and/or appropriate faculty.

B. **Academic requirements**

See “*Requirements for Application for Admission into the Nursing Major*” (MSU Undergraduate Catalog) for policy that includes grades, grade point average, required support and nursing major courses, and credits.

All academic requirements of the University must be met by achievement of credits; transfer credit; validation of prior learning by mechanisms providing for the demonstration of the achievement of objectives; approved College Level Examination Performance (CLEP),
Advanced Placement (AP) examinations; or other measures of equivalency established for advanced placement (See Validation section).

In order to establish credit, the quantity, quality, and content of transfer credits from regionally accredited colleges and universities must be evaluated by the MSU Registrar’s Office and the Department of Nursing.

C. **Application**

Application for admission to the Department of Nursing is based on criteria identified in “Requirements for Application for Admission into the Nursing Major” (MSU Undergraduate Catalog) and DON [brochures] “Professionals in Demand” and “BSN Degree Online for the Registered Nurse.” When eligibility has been established, an application must be completed and submitted to the DON. The applications form is available in the DON office and online at www.minotstateu.edu. All pre-nursing students accepted into the Nursing Program at MSU will have a Criminal Background Check before semester classes start (as noted in admission letter). The student will be required to complete an alcohol and/or drug test 10 business days from date of acceptance letter into the nursing program. This includes basic students and transfer students. BSN Completion online applicants submit background check documents with the BSN Completion application form. Semesters 1, 3, and 5, the basic students will complete and sign the “Statement Relating to Criminal Offenses” form.

The Admission and Progression Committee processes the applications and submits admission recommendations to the Faculty Committee who vote on acceptance of each applicant, faculty determine the number of basic students accepted each semester.

In order to determine eligibility, transfer applicants must request that official college/university transcripts from previously attended institutions be sent to MSU Enrollment Services (if new transfer student) or MSU Registrar’s Office (if returning student) for evaluation.

BSN Completion students (*advanced standing applicants*) must:

1. Submit completed “Application for Admission to the BSN Completion Online Program” to the Department of Nursing office.
2. Plan a program of study with the Advanced Standing Director.
3. Advanced Standing Director reviews and admits BSN Completion applicants to the program following identified admission criteria.

D. **Selection and notification**

*Basic* student selection is made according to the process detailed in Department of Nursing “Professionals in Demand” [brochure] MSU Department of Nursing website.

Admission of *transfer* students in courses with a clinical or laboratory component is dependent upon such factors as the availability of clinical resources and spaces in each course, faculty-student ratios, and approval by the Faculty Committee of an entry date. Academic advisement is required for advance placement.
The Admission and Progression Committee Chair notifies applicants of admission status. Acceptance is considered tentative until official transcripts verify policy requirements are complete (e.g., completion of required support courses and maintenance of GPA requirements). Each selected student must submit a written statement to the Chair, of intent to enroll within two weeks of notification of admission to the nursing major. Pre-licensure students transferring into the MSU nursing program, S2-S5, must meet the RSGPA of 2.8, cumulative GPA of 2.75, and complete the nursing application. Students not born in the US or Canada will need to take the TOEFL and meet MSU nursing program requirements. Completion of the TEAS test will not be required. The students must also complete the health protection requirements, including immunizations, TB testing, CPR, health insurance, and drug/alcohol testing by the date stated in their admission letter. Students must also submit a criminal background check, and complete the HIPAA and Infection Control ATI course modules and any other requirements stated in their admission letter.

E. Admission appeal
A student not satisfied with the admission decision of the nursing faculty is referred to the Nursing Admission Appeal Process.

DEPARTMENT of NURSING ADMISSIONS APPEAL PROCESS
If the student is not satisfied with the admission decision of the Nursing Faculty Committee, the student may:

1. Within seven (7) working days of receipt of the letter, contact the Chair of the Admission and Progression Committee for clarification of the process and decision. At this time, the student may request a hearing with the Admission and Progression Committee to resolve the grievance on an informal basis. The student may submit additional materials to contest recommendation of non-admission.

2. If still dissatisfied with the decision, the student may, within seven (7) working days of meeting with the Admission and Progression Committee, request a formal special review by filing a formal notice of appeal with the Chairperson of Nursing. Within seven (7) working days, the Department chairperson will convene a Special Review Committee comprised of nursing faculty. This committee will review all phases of the admission procedure. The Special Review Committee shall make its recommendations in writing to the grievant, Chair of the Admission and Progression Committee, the Department of Nursing Chairperson, and the Nursing Faculty Committee.

3. Upon receipt of the Special Review Committee's recommendation, the Nursing Faculty Committee will make the final determination in the matter.

4. If the grievant wishes, a further appeal to the appropriate University level grievance committee must be made by the grievant within fifteen (15) days of written notification of the Nursing Faculty Committee decision.

F. Probationary Status
Probationary status is the term used for students in these situations:

- A student admitted to the Department of Nursing without having completed all of the designated required support courses and/or meeting the minimal GPA requirements (e.g., basic student applicant accepted when clinical spaces are available after the acceptance of basic applicants who fully meet admission requirements) and;
- A nursing major whose progress is subject to stipulations.

Students accepted on probationary status receive notification of required stipulations or conditions that must be met within a specified period of time in order to continue progressing through the nursing major.

2. **Progression**

   A. For all student classifications, the following criteria must be met to be retained and progress in the nursing major:

   - Maintain a minimum cumulative GPA of 2.0.
   - Receive a minimum grade of “C” in required support courses and nursing major courses.
   - Complete or validate sophomore level nursing courses satisfactorily prior to enrollment in junior level nursing courses. Complete or validate junior year nursing courses before entry into senior level nursing courses.
   - Satisfactorily meet objectives of sequential courses within a given semester (example: N325 before N335, N383 before N483).
   - Achieve ATI benchmarks as identified in the policy.
   - Meet the stipulations outlined in the admission letter if admitted with probationary status.
   - Meet additional requirements as published in this *Department of Nursing Handbook* and current editions of the *MSU Undergraduate Catalog* and *MSU Student Handbook*.
   - **Adhere** to Code of Student Conduct identified in Dept. of Nursing Handbook.
   - As a student, workmen’s compensation coverage will not be provided while at clinical site, regardless of employment status at the facility.

B. **BSN Completion Program Policies**

   1. **Course Sequence Policy**

      If a BSN Completion student fails a nursing course (N363, N383, N483, N457, N493, special topics course), that course must be successfully completed before advancing to the next course(s) in the identified plan of study.

   2. **Program Progression Policy**

      Students admitted to the BSN Completion Program who do not enroll in classes for two consecutive semesters (F & Sp or Sp & F) will have an ADVISOR HOLD placed on their
account in Campus Connection. The student must then re-apply for admission into the BSN Completion Program.

3. **Program Successful Progression Policy**
If a BSN Completion student receives two failures within the required 23 semester hours for the BSN Completion Program, that student will be ineligible to progress in the program. This would include two failures for the same course or a failure in two different courses.

Revised 6/2015
Revised 11/2015

C. **Comprehensive Assessment and Review Program (CARP)**

**Assessment Technologies Institute®, LLC**

**Overview:**
The Department of Nursing has contracted with Assessment Technologies Institute®, hereafter referred to as ATI, to provide an assessment and review program for nursing students. The ATI Comprehensive Assessment and Review Program is designed as a comprehensive program to help students prepare more efficiently for the registered nurse licensure exam (NCLEX-RN®), lower program attrition, increase student confidence, and help students achieve content mastery through targeted study materials and review. The assessments are congruent with the NCLEX-RN® test blueprint. The computer tests provide practice for students in test taking skills and assist in individual and program assessments. Students are involved in taking both non-proctored and proctored computer exams on content areas throughout the nursing program. A Comprehensive Predictor exam is given during the last semester and Virtual ATI is available at the end of the program. ATI materials are integrated within the nursing curriculum and are further addressed by the faculty in each of the nursing courses.

**ATI Policy:**
Students are expected to achieve proficiency level 2 or higher on the (ATI test name) ATI, LLC proctored exam (or > the 50th percentile on the Comprehensive Predictor). To facilitate mastery learning of content, students achieving below proficiency level 3 (or < 96% probability of passing NCLEX-RN® on the proctored Comprehensive Predictor) will engage in an individualized written review of the questions that were missed on the test. Students who score below proficiency level 2 will retake the test after documented review of the content. If a student is not successful after a second attempt, the course faculty will address an appropriate plan of action. Students required to retake an ATI proctored exam more than once will pay the cost for the additional exam(s). Course faculty will coordinate the review and test retakes.

**Procedure:**
1. Throughout the Nursing Program, students will be informed regarding the purpose of the Comprehensive Assessment and Review Program which utilizes ATI testing to help students achieve mastery learning of content. For each course with a proctored ATI exam, the policy statement as well as further specific information related to the exam and course grading will be listed in the syllabus.

2. Information related to the comprehensive assessment and review program can be accessed on the ATI website under the students’ section at: [http://www.atitesting.com/global/students/student-roadmap.aspx](http://www.atitesting.com/global/students/student-roadmap.aspx)
3. The cost of the ATI program is divided into five payments and is included as a course fee in one course per semester for five semesters. In consultation with faculty, the LRC Coordinator will order and distribute to students the ATI review materials. In addition to the proctored and non-proctored tests, students have access to a series of online skills videos, other tutorials, and an end of program review (Virtual ATI). The non-proctored tests are available for one year after graduation and the skills videos are available for two years after graduation.

4. ATI course content will be integrated into course work throughout the nursing curriculum. Some ways in which the ATI content may be integrated within a course include:
   - The inclusion of ATI review book page numbers in the reading assignments.
   - Test questions from the ATI book on unit tests.
   - Assignments and/or discussions from the ATI critical thinking exercises.
   - Bonus points awarded for superior achievement on the ATI proctored tests.
   - Encouragement to use the embedded media in the online books.
   - Emphasis from faculty on mastery learning because preparation precedes success.

5. Students will attend the on-campus informational meeting with the ATI Representative, as scheduled.

6. At the discretion of the course faculty, class time may be scheduled for students to take the nonproctored tests. Students may take the nonproctored tests as often as they wish with a minimum of a 24 hour wait period between attempts. Achievement of a 90% or higher individual score (as determined by course faculty) is required prior to taking the proctored test. Students may be required to show documentation by submitting a printed copy of the individual student transcript to the faculty prior to testing. To strengthen the review method, students should understand the rationales for each distracter. It is recommended that students review 5-15 questions at a time with ample time given to review each of the rationales. When the student logs in again, the exam will continue from where the student had stopped previously.

7. The ATI proctored exam will be administered after sufficient content has been studied and will be scheduled at the discretion of the course faculty. A proctored assessment may not exceed 10% of a course grade with the exception of NURS 471 Nursing Review (See #15 below).

8. ATI proctored assessment is 10% (or 10 points) of the final grade for classes NURS 344 (Nursing Care of Children), NURS 354 (Mental Health), NURS 364 (Maternal Newborn), and NURS 456 (Public Health) the following point distribution will be applied:
   - Level 3 = 10 points
   - High level 2 = 9 points
   - Low level 2 = 8 points
   - High level 1 = 6 points
   - Low level 1 = 4 points
   - Below level 1 = 0 points
ATI proctored assessment counts towards class/test points for NURS 335 (Foundations), NURS 464 (Medical Surgical), and NURS 473 (Leadership). Example:
- Level 3 = 5 points or 20 points
- High level 2 = 4.5 or 18 points
- Low level 2 = 4 or 16 points
- High level 1 = 3 or 12 points
- Low level 1 = 2 or 8 points
- Level 0 = 0 points

The Pharmacology ATI proctored test (completed in NURS 464) will not have associated points. Students must pass the test with a Level 2 or above to progress in the program.

9. A controlled testing environment will be maintained. All students should begin the exam at the same designated time. Exam results should not be printed in the testing area during ATI test taking. Students are encouraged to wear earplugs if they are easily distracted.

10. For all proctored ATI tests, students achieving below proficiency level 3 (or ≤ 96% probability of passing NCLEX-RN on the proctored Comprehensive Predictor) will engage in an individualized written review of the questions that were missed on the test and are listed under “Topics to Review.” The written review will consist of:
   - Level 3: No review
   - Level 2: Write/type three essential points for each topic missed
   - Level 1: Complete one Active Learning Template for each missed topic.

Students will submit remediation prior to retesting and/or course completion.

11. For those students needing further review, course faculty will coordinate the individualized review. Students can access the online focused review for easy retrieval of information from the ATI Content Mastery Series Review Modules for the content review.

12. For students who have not attained the decision score on the first proctored exam, an alternate proctored exam will be given for the retake, which will be scheduled by the faculty. A 48 hour wait period between attempts is required to provide the opportunity for review.

13. Students must obtain a Level 2 or above ATI score in each proctored assessment in order to progress in the program. If a student is not successful after the second attempt, the faculty will address an appropriate plan of action with the student which may include specific requirements in order to advance in the program. An appropriate plan of action may include
   - Intensive remediation
   - Retake of proctored ATI exams
   - An incomplete in the course
   - An individual learning contract
   - Other as determined by the department of nursing faculty committee

Program progression requires successful completion of each course.
14. During semester four of the nursing program, high risk students will meet with a Department of Nursing Assessment Committee member to review their ATI scores and develop a Student Improvement Plan. High risk students include those students who score below proficiency level 2 on the first attempt on 3 or more of the content ATI Assessment, excluding the Critical Thinking Entrance Test.

15. Students are responsible for additional testing fees beyond one retake exam per content area. When students log in to take the exam, a screen requesting a credit or debit card payment will appear. The student will need to complete this before the process to “login” will continue.

16. During the last semester, students will enroll in the Virtual ATI program at the end of the semester. If the decision score on the ATI Comprehensive Predictor (administered in NURS 471) is not met on both attempts, the student will complete the Virtual ATI and upon successful completion of the review, a grade will be submitted in NURS 471.

Approved 5/08
Revised 5/12; 5/13; 5/14; 5/16; 12/18; 2/19

D. **Validation**

Validation is the process of establishing equivalency between the student’s knowledge and skill and the objectives and outcomes of the course for which the student seeks university credit. Successful validation may be accomplished by satisfactorily completing the requirements identified by the faculty. These requirements may include, but are not limited to, any or all of the following: module, unit, and course examinations; projects; presentations; written papers, standardized examinations, clinical finals; and portfolio evaluations.

1. **Methods**

   Students wishing to validate a course should submit their written form entitled “Petition for Special Examination” to the chairperson on a request form obtained from the Student Records or Department of Nursing offices. Signatures required on the form “Petition to earn credit-by-exam” will precede fee payment to the MSU business office, administration of the examination, and a pass/fail grade.

   a. **Teacher-prepared validation tests**

      Teacher-prepared validation tests may be taken one or more times at the discretion of the faculty. Teacher-prepared tests will be graded according to the scale used for basic students in the course being validated.

   b. **Clinical validation**

      Clinical validation may consist of simulated situations or direct nursing care provided by the validating student to an assigned patient/client and written requirements (e.g., case study). Clinical validation(s) will be evaluated by the same scale and criteria used for basic students in each course being validated. The Department contracted facilities or Learning Resource Center will be used
for clinical validation with the final determination to be made by the Department. Refer also to Guidelines for Evaluation of Clinical Performance and to teacher-prepared validation tests.

c. **Portfolio assessment**
Portfolio assessment of prior learning fosters uniformity among materials submitted by students who wish to demonstrate the achievement of course objectives to obtain university credit. If credit for prior learning is desired, the student should submit a portfolio for analysis and evaluation. Prior learning portfolios may include continuing education units (CEU’s) and professional, job or work experience documentation.

E. **Alternative strategies**
The student requiring less faculty instruction, guidance, or supervision than a basic student may be eligible for utilizing alternative strategies to meet course objectives. The alternative strategies allow the student to meet course objectives by a variety of faculty-student determined methods including combinations of independent study, projects, scheduled seminars, presentations, grade or outcome contracted assignments or options, and examinations.

A student wishing to take a course by alternative strategies should contact the faculty member(s) teaching the course. The faculty member(s) will make the final determination about the student’s eligibility for alternative strategies. The student pays the same tuition and fees as do other students enrolled in the same course. The student earns a grade in the course.

F. **Policy for grading special examinations and validation of courses**
The student who petitions for a special examination for validation and who pays the course fee will earn a pass/fail grade in the course. The student who enrolls in a course and who chooses a validation method of achieving course objectives may earn a grade or a pass/fail in the course according to faculty decision. The student must be enrolled prior to the examination. (Refer to MSU Undergraduate Catalog to determine effect of Pass/Fail Grading upon application for graduation).

G. **Non-Retention**
Students suspended from the University for any reason are automatically non-retained in the nursing program. A student found guilty of a felony may be dismissed from the nursing program. *See Criminal Background Check, in this document, section 2(1x). When evidence exists that a student has cheated on an examination or assignment, the student is subject to the MSU Academic Honesty Policy and Student Conduct Policy.

H. **Re-Admission**
For readmission, the student must petition by letter for readmission with accompanying supporting statements (see Appendix E for Admissions and Academic Progressions Appeal Form). Nursing courses may be repeated one time only, subject to Admission and Progression Committee’s recommendations and faculty decision, and such consideration as availability of
faculty, clinical resources, and classroom spaces. The Faculty Committee reserves the right to deny readmission of a student who has failed one or more courses in the nursing major. Any student not making satisfactory progress may be subject to stipulations, such as probationary status, presentation of evidence of adequate aptitude for nursing, or evidence of academic improvement in prerequisite or concurrent courses. Documentation of any or all of these may be required. Special student requests should be directed by petition or letter to the Admission and Progression Committee through the Department of Nursing Chairperson.

BSN Completion students receiving less than a C in a nursing course are subject to Advanced Standing Director and BSN Completion Committee recommendations and progression policy. Students admitted to the BSN Completion Program who do not enroll in classes for two consecutive semesters (F & Sp or Sp & F) will have an ADVISOR HOLD placed on their account in Campus Connection. The student must then re-apply for admission into the BSN Completion Program.

2. IV Department of Nursing Credit Allotment Policy
Nursing courses in the Department of Nursing will follow this policy when scheduling classroom, clinical, and laboratory hours.

**Credit Hour Definition:** 1 semester credit hour = 1 clock hour of classroom study (CS) or 3 clock hours of clinical or laboratory study (C/L) x a 15 week term + 1 final examination week in the nursing major. Junior and senior courses are equivalent to a semester of study when they are conducted in less than 15 weeks. In an elective nursing internship course, 1 semester credit hour = minimum of 45 hours of clinical study.

See Department of Nursing brochure, *MSU Undergraduate Catalog*, and Course Modules.

2. V Grading Policy
The numerical grading scale for each course reflects department policy and course requirements and is in compliance with the MSU Grading System as described in the *MSU Undergraduate Catalog*.

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
</tr>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>85-92</td>
<td>B</td>
</tr>
<tr>
<td>77-84</td>
<td>C</td>
</tr>
<tr>
<td>70-76</td>
<td>D</td>
</tr>
<tr>
<td>69 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

**Testing Policy:** See Appendix D on page 66

2. VI Guidelines for Evaluation of Clinical Performance
The licensed status of the instructor allows students to practice in clinical nursing settings. Scheduling of clinical experiences shall be approved by faculty responsible for each course.
A. General Guidelines
1. The faculty are uniquely qualified persons who will use professional judgment in arriving at a grade for clinical nursing students. The process of determining the grade and intermediate evaluative steps towards that grade for clinical nursing students will be based upon, but not limited to the following:

   a. Curriculum philosophy and objectives; course content; Standards of Clinical Nursing Practice; Nurse Practices Act; Code of Ethics; accepted practices and policies of the Department; written policies and procedures in facilities in which students have clinical laboratory; guidelines and statements from accrediting bodies and the North Dakota Board of Nursing; scientific principles; textbook information; past nursing experiences; and other appropriate resources.

2. Each faculty member will inform each of the clinical groups of the methods to be used in evaluation. Examples might include: checklists, critical incidents, direct observation, simulation, journals, and case studies. In addition, faculty may collaborate with other health team members and/or, ask students to do peer evaluations. Clinical competency is best tested by application of the interactive components of the cognitive, psychomotor, and affective domains in real or simulated situations.

3. Written records documenting student behaviors and performance may be kept by each clinical faculty member. These written records, sometimes called "anecdotal notes," will contain facts where faculty judgments may occasionally be made. The records will be legible, concise but inclusive, and pertinent.

   In addition to the facts about the student, they shall contain the date of the observation, a brief notation of either the objectives for the unit or module of study, and a brief summary of pertinent data about the assigned patient(s).

   The records will be available to the student to whom they pertain whenever such availability does not interfere with the teaching process, nursing care, or HIPAA law relating to privacy. Areas of concern will be reviewed with the student in a timely manner.

   The student will sign and date the written record. The written record may have the notation, "I have read the above." The signature does not imply agreement with the contents. If applicable, the student may write comments in the space provided on the records and has the right to provide information pertaining to performance.

B. Sub-minimal Clinical Performance
1. When in the judgment of the faculty member, the cognitive, psychomotor, or affective clinical performance of the student falls below or threatens to fall below minimally acceptable standards or competency for the level of the student, the following procedure will be followed:
a. Students will be verbally notified of their deficiencies within three working days or as soon as feasible after identification of deficiencies by the faculty member. Available written documentation will be reviewed by the faculty member and the student.

b. The faculty member will make every effort to share the nature of the deficiencies with the student and will afford the student reasonable opportunity to respond. In addition, ways will be sought to correct or amend the deficiencies.

c. Should, for any reason, the student feel that the evaluation was unfair, or that the corrective measures are unreasonable in nature, the student shall have the right to ask for an independent evaluation by another nursing faculty member preferably within the same specialty or subject area within ten working days. The student relinquishes this right if less than five working days remain in the semester. A maximum of two independent evaluations may be requested in one course. If possible, the selected faculty member for the independent evaluation will be chosen in accordance with the wishes of both the original faculty member and the student. But, if agreement is impossible, the Department of Nursing Chairperson will, in consultation with the Chair of the Admission and Progression Committee, appoint a faculty member who, preferably, has not previously had the student in a nursing course with a clinical component. The report of the independent evaluation will be shared with the student and the faculty member, the comments from the report will be taken into consideration to resolve the problem area of student practice.

C. Accommodations for Disabled Students

1. Pursuant to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, qualified disabled students are entitled to reasonable accommodations to enable them to complete clinical training/practicums/experiences. Reasonable accommodations may include alternate experiences that are substituted for required clinical experiences and other appropriate and reasonable modifications that enable qualified disabled students to complete required training. However, Minot State University is not required to substantially modify the clinical program, or incur an undue financial burden, in order to accommodate a request for accommodations.

2. A request for reasonable accommodations shall, as a general rule, be made prior to start of the clinical experience, and before a deficiency in performance is noted. However, in some cases a condition may be diagnosed after a student enters the clinical program (nursing major or nursing courses with clinical component), or a student may not appreciate the extent to which a condition affects the student's performance until later; therefore, a request shall not be denied solely because it is made after deficiencies are documented.

3. Students requesting accommodations shall be referred to the Student Development Center where subsequent referral may be made to Access Services. Students are required to document the disability and request pursuant to Minot State University's established procedures.
D. Dismissal from Clinical Assignment and/or Agency for Sub-minimal, Dangerous, or Potentially Dangerous Clinical Performance

1. When in the judgment of the faculty member, the cognitive, psychomotor, or affective clinical performance or professional behavior deviates or departs from that which may reasonably be expected from similarly educated persons, this may constitute reason for dismissal from clinical, or from direct patient care, or from the clinical agency for as long as necessary for correction to take place.

2. When the departure from expected behaviors and/or performances are of such nature that they present danger or a reasonable assumption of danger to the person/patient/client or jeopardize the license of the faculty member, the student may be placed on immediate interim suspension from the clinical assignment and agency.
   a. If the situation cannot be resolved at the course level, a hearing will be called by and held in the office of the Chairperson, Department of Nursing as soon as possible or no later than five academic days from the interim suspension. Minimum requirements of the preliminary hearing are that charges will be specified and notification of full hearing will be given to the student.
   b. When necessary to hold a full hearing following a preliminary hearing, the procedures in existence at Minot State University will be followed.

When the student has exhausted all of the above avenues to reconcile differences and remains dissatisfied with the decision, outcome, or judgment, the formal grievance and appeal procedures in existence in Minot State University may be utilized.

2. VII Written Assignments

A. Assigned student papers, care plans, etc., may or may not be returned to the student upon faculty evaluation of the paper.

B. The student is expected to maintain confidentiality of the assigned content. Students and faculty will comply with HIPAA regulations.

C. Students will use the most current edition of the Publication Manual of the American Psychological Association format for written assignments.

2. VIII Graduation

A. The student is responsible for the “Application for Graduation “(see MSU student handbook and MSU Undergraduate Catalog). The student will meet with their advisor at the beginning of the semester for academic record audit (semester 4) and will complete the Application for Graduation form. The Chairperson approves the application and submits to the Registrar’s Office.

B. Nursing students must meet all general education requirements and diversity requirements of the University, as well as the Nursing requirements to be eligible for a Bachelor of Science degree in Nursing.

C. The Chairperson of the Admission and Progression Committee facilitates the audit process of student records in Semester 4 of the Nursing Major.

D. Additional information is found in the current MSU catalog and includes application procedure, commencement, credits, and grade point average (GPA) requirements.

E. All graduates and students are entitled to use the services of the Student Success Center.
F. All students may participate in MSU May Commencement Ceremonies. December graduates may choose to plan an appropriate academic graduation ceremony in December with the approval and guidance of the Chairperson, Department of Nursing.

G. Nursing Pin
   1. Graduates of the Department of Nursing may choose to purchase the official Department of Nursing, MSU pin. The pin is usually ordered during the last semester of the senior year in the nursing program.
   2. Each graduating class may choose to plan a pinning ceremony at their own expense. The Department chairperson and faculty are available for guidance with planning.
   3. See picture and narrative about the nursing school pin page viii of this handbook.

2. IX Criminal Background Check

Criminal Background Check Policy, Nursing Department, Minot State University

POLICY

Students accepted into the Nursing Program at Minot State University will have a Criminal Background Check on admission. This includes generic/basic students, transfer students, and BSN Completion students. After admission the students admitted in the basic program will complete and sign the “Statement Relating to Criminal Offenses” form in semesters 3 and 5.

PROCEDURE

Students accepted into the Nursing Program at MSU are required to have a Criminal Background Check and will follow the procedure identified on the “MSU Nursing Background Investigation Information” form.

The Department of Nursing students at MSU will complete and sign the “Statement Relating to Criminal Offense” form during the first, third and fifth semesters of the program.

A positive criminal background check and/or an affirmative response on the “Statement Relating to Criminal Offenses” form requires a letter of explanation to the Department of Nursing, MSU. An affirmative response on the “Statement Relating to Criminal Offenses” form may require a Criminal Background Check.

BSN Completion Students submit the completed Criminal Background Check materials to the Department of Nursing per process. The “Statement Relating to Criminal Offenses” form is not required unless requested by the Advanced Standing Director and/or the BSN Completion Committee. The criminal background check results are reviewed by the Advanced Standing Director. Recommendations will be made to the faculty on a case by case basis. Professional consultation outside of faculty for decision making may be implemented as needed.

The Admission and Progression Committee Chair will review the background check findings. The Admission and Progression Committee Chair and committee members will review the Statement Relating to Criminal Offenses forms, and letters of response. Recommendations will be made to the faculty on a case by case basis. Professional consultation outside of faculty for decision making may be implemented as needed.

Revised 11/2015
All responses will be confidential and filed in a secure place in the Department of Nursing. Criminal Background Check records of students will be kept and securely filed. They will be destroyed by shredding after 3 years by authorized personnel.

A request by Bureau of Criminal Investigation (BCI) to redo the fingerprints of a criminal background check must be completed by the student and returned to the Department of Nursing within 2 weeks of the student being notified. The Department of Nursing will send the original prints, the BCI request form for reprinting, and the reprints into the BCI as one package for verification and comparison. Students may review their background check results in the company of a Department of Nursing faculty member. The background check and/or copies will not be given to the student.

The Code of Ethics for nurses with Interpretive Statements, ANA, 2015 will be adhered to.

Department of Nursing Criminal Background Checks will be congruent with NDUS, Minot State University and clinical agency policy and procedures. SBHE Policy 511, N.D.C.C. Sec. 12-60-24 PL 92-544.

**Admission to Minot State University’s nursing program does not guarantee the student will be eligible to complete the NCLEX-RN. Minot State University has no control or jurisdiction over decisions for licensure made by the Board of Nursing in any state.

Revised May 18, 2018

2. X. **Required Student Education/Information for MSU Nursing Department**

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<tr>
<th>Semester Required</th>
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<td>HIPAA Training:</td>
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<td>• Complete module on ATI website</td>
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<td>• Take test print and turn in to faculty</td>
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<td>Infection Control</td>
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<td>Statement of Confidentiality/Insurance Coverage/Video Recording for Simulation-- MSU Nursing Dept.</td>
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<td>• Student complete, sign, return to faculty</td>
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<td>Statement Relating to Criminal Offenses</td>
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<td>• Student complete, sign, return to faculty</td>
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<td>Mandatory Clinical Requirements</td>
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<td>Current Immunization Record</td>
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<td>Current CPR</td>
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<td>• Nursing Dept. Admin. Assistant- keeps track of (Reviewed by clinical faculty each semester)</td>
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Section 3

Student Rights, Responsibilities, and Requirements
3. I **Affiliated Agency Requirements**

Educational Agreements between Department of Nursing and clinical agencies are kept current and on file in the Department of Nursing. Cooperating agencies may require additional forms/statements (e.g., immunizations, car insurance, etc.) specific to their facility. Agencies may request a copy of statements and health related information on file or as carried by the student (e.g., immunization card). Students may also be subject to background checks as required by affiliated agencies.

3. II **Cardiopulmonary Resuscitation (CPR) Certification**

A. All students are required to have current AHA (American Heart Association) CPR Basic Life Support “C” (BLSC) (CPR for Health Professionals) certification according to deadline in Admission Letter and throughout the nursing program.

B. The student is to make own arrangements to meet this requirement.

C. The student will bring current CPR card to Department of Nursing office for documentation.

D. Failure to comply with the above will prohibit participation in class and clinical courses and thus delay progression.

3. III **Privacy and Confidentiality of Patient’s Health Information**

Students in the Department of Nursing are legally and ethically required to maintain privacy and confidentiality of all client information obtained during clinical experiences at all agencies. The U.S. law, known as HIPAA (Health Insurance Portability and Accountability Act of 1996), protects privacy through specific regulations.

It will be the responsibility of the Department of Nursing and the cooperating clinical agencies to educate students of their responsibility in maintaining privacy and confidentiality of health information.

A. Students will be educated about the Privacy Rule and Regulations of the HIPAA law and the professional standards for privacy and confidentiality at the beginning of the nursing curriculum and annually. HIPAA privacy rules apply to online social Networking sites such as Facebook.

B. Students will sign and date a Minot State University Department of Nursing Confidentiality Statement witnessed by a faculty member annually, prior to clinical assignments in Semester 1, Semester 3, and Semester 5 of the nursing curriculum.

C. Students sign appropriate agency forms as indicated in the contract for the cooperating agencies. Failure to comply with the privacy and confidentiality regulations and standards may result in dismissal from the nursing program and may have legal consequences, as outlined in the HIPAA regulations.

Revised 11/2011

3. IV **Fire Regulations and Emergency Evacuation Plan (For Memorial Hall)**

Fire alarms and fire extinguishers are located near each exit door on each floor. In the event of fire, sound the alarm and evacuate the building.
Students are responsible to know the plans for evacuation of the building in which they have class or spend time. Faculty members have responsibility for students in case of a fire and they will be the last to leave the classroom and will close the windows and doors (doors should not be locked).

3. V **Health Protection Policy**

Student Health Services are available on campus. Hours are posted and appointments are required to facilitate processing. Measles, Mumps and Rubella (MMR), Hepatitis, and Tetanus vaccines, Tuberculosis (TB) and Rubella titer tests are available at the Student Health Center as well as other health services. The student is asked to bring immunization records to appointments for updating when services are provided. The Student Health Center is staffed by a Registered Nurse with physician/nurse practitioner appointments available.

A. **Immunization**

1. **Required vaccines/Mantoux; updated May 2013:**
   a. Hepatitis B Vaccination Series with signed “Hepatitis B Statement form”.
   b. Two MMR Vaccinations or proof of immunity by titer.
   c. Tetanus, Diphtheria and Pertussis Immunization (Tdap) – then boost with Td every 10 years.
   d. Varicella immunization (2 doses) or evidence of immunity to varicella.
   e. Influenza Immunization annually per CDC recommendations. All students or faculty who decline a flu shot will sign a declination form which will be kept on file in the DON office.
   f. TB skin test: Students and faculty will be compliant with the TB policies of the agencies where attending clinical.

2. **Records**
   a. Immunizations, tuberculin and titer records should be mailed or taken directly to the office of the MSU Student Health Center.
   b. Immunization/TB and titer test records are maintained in the office of the MSU Student Health Center.
   c. Students and Faculty will be informed of deficiencies by the MSU Student Health Center.
   d. Additional forms/statements required by cooperating agencies will be submitted to that agency.
   f. Failure to comply prohibits classroom, lab, and clinical participation until compliant.

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C. **Standard Precautions/Universal Precautions**

1. Guidelines for Standard Precautions have been developed by the Center for Disease Control (CDC) and are required for health agencies for the health protection of workers, including students of nursing. (OSHA and CDC "Blood borne Pathogen Standard").

2. Guidelines for Standard Precautions are outlined in nursing textbooks and agency policy and procedure books.
3. All students are required to complete an orientation program on OSHA, HIPPA, Standard/Universal Precautions, Hepatitis B, and Tuberculosis precautions. Guidelines will be adhered to by students in nursing. Students may purchase anti-fog, vented goggles before clinical courses at MSU Barnes & Noble Bookstore. Goggles and/or a mask are to be worn when spray exposure to body fluids or blood may occur.

4. Annual review on HIPAA and Infection Control will be completed in semesters 1, 3, and 5 prior to beginning clinical experiences. Documentation of this will be maintained in the Department of Nursing office and will be provided to the clinical agencies, upon request.

D. **Hepatitis B Statement** (See appendix G)

E. **Declination of Influenza Vaccination** (See appendix H)

F. **HIV Statement (Human Immunodeficiency Virus)**

Nurses are primary health care providers to all individuals, including those with such diagnoses as Acquired Immunodeficiency Syndrome (AIDS). In the case of AIDS, the disease may be transmitted via intimate bodily contact, invasive exposures such as needle sticks, or blood/body fluids contact onto mucous membranes or open skin surface areas. Currently, no cure for AIDS exists, nor has a vaccine been developed to prevent Human Immunodeficiency Virus (HIV) infection.

Nursing education programs prepare students for professional practice by educating students according to known information regarding such facets as health protection and risk management. It is the responsibility of the student to be accountable for using the most current information promulgated by the CDC and other authoritative sources.

Standard universal precautions are to be practiced to reduce the chances of a health care worker becoming infected with the AIDS virus or other significant infectious disease.

The student may care for persons with a known diagnosis of AIDS only after having been educated on the epidemiology, precautions and practices to be taken to prevent transmission of the virus. The student is expected to follow policies in effect both at the University, in health care agencies, and if not in a formal health care agency, then the student is to follow recommendations of the CDC.

See Policy on Significant Infections Diseases in *MSU Student Handbook*.

G. **Student Health Information**

1. The student is required to have health insurance.

2. A health insurance policy is available to MSU students.

3. Contact the Student Health Center for information. See Minot State University catalog for statement on student health records.
4. See clinical agency policies for specific guidelines.

5. Campus health care is available through the Student Health Center to supplement private health care.

6. Students with blood and body fluid exposures are to follow the agency protocol. The cost will be accrued by the student.

H. **Altered Health Status**

1. Students with altered health status are encouraged to seek medical advice prior to clinical assignments, activities and immunizations.

2. The student is responsible to inform appropriate faculty of altered health status.

3. Students who have known or suspected sensitivity or allergy to *latex* or other *allergens* are encouraged to seek medical advice and inform faculty to facilitate informed decisions.

4. Nursing faculty, students and staff in conjunction with Facilities Management will make informed decisions regarding a healthy environment for student learning. This may include but not limited to latex, perfumes, chemicals, and air quality.

I. **Student Absences and/or Ill Days**

1. Students are expected to attend all class sessions of the course for which they are registered (*MSU Undergraduate Catalog*). There is no designated number of absent or ill days allowed. Students, whose illness or absence necessitates special arrangements for classes or clinical experiences, must have approval of the faculty with administrative approval as needed. Students may be required to provide written verification from physician and/or appropriate person. Students must meet stated objectives to successfully complete the course.

2. Arrangements for alternative class and/or clinical experience may be arranged at the discretion of the instructor, course coordinator, and Department of Nursing Chair based on factors including the following: agency policies, liability insurance policies, availability of faculty, health of student, time available for completion of assignment to meet course objectives, and proper notification of the absence or appropriate prior arrangement by the student. It is the responsibility of the student to notify appropriate faculty prior to clinical time when absence occurs. Collaborative planning between the student and faculty should be made early in the academic term for known elective or obvious future events. Additional fees may be assessed.

3. Emergency Absence—the student is to follow the emergency notification policy on class absences under the academic progress requirements in the MSU Student Handbook.

J. **Impaired Student Nurse**
The Department of Nursing faculty believes they have professional and ethical responsibility to students and clients. This responsibility includes providing a safe environment for teaching, learning and clinical practice.

1. Student Substance Abuse Policy

**Purpose**
The Department of Nursing at Minot State University recognizes the importance of educating its students about the problems of substance abuse because this significant health risk, and in many cases, criminal matter, is unfortunately prevalent among healthcare providers. Aside from impacting upon the personal and psychological integrity of the abusers, substance abuse may significantly impact the ability of healthcare providers to administer safe, competent patient care. Recognizing that substance abuse is both a disease and a professional hazard, the Department of Nursing has incorporated substance abuse topical content areas into its curriculum. The Department of Nursing has likewise established this substance abuse policy.

This policy impacts upon and augments the student’s ability to maintain personal and professional integrity, and facilitates the student’s success both clinically and didactically. It promotes a healthy learning environment for the student. In the clinical setting, this policy enhances patient safety. It also fosters the development of professional nurses who are well educated about the prevalence and adverse outcomes of substance abuse.

**Policy**
This policy applies to all students who have matriculated in the Department of Nursing. Any unlawful possession, use, manufacture, distribution, diversion, or improper use of any substances by any student in the Department of Nursing may constitute removal from clinical and/or cause for termination from the program. In addition, no student may consume or be under the influence of, or be in the possession of alcohol and/or drugs at any time the student is in the classroom and/or performing clinical duties. Improper use of alcohol and/or drugs may also constitute removal from clinical and/or cause for termination from the program. Students must also comply with all local, state, or federal laws and regulations controlling the possession, manufacture, use, or distribution of controlled or illegal substances and alcohol. Students must also adhere to the Minot State University Alcohol and Drug Policies found in the Student Handbook. The policy can also be found at [http://www.minotstateu.edu/student_handbook.pdf](http://www.minotstateu.edu/student_handbook.pdf)

In addition, there are circumstances in which students may need to take over the counter or prescribed medications that have the potential to impair their performance or personal behavior. As such, all students are responsible for being aware of the effect these medications may have on performance and must notify the Department Chair or Course Instructor within 72 hours prior to clinical attendance or drug testing about the use of any medication that could impair performance or has the potential to influence a drug screen.
Failure or refusal to comply with the substance abuse policy may be grounds for disciplinary action, including dismissal from the program. Any attempt to delay, hinder, or tamper with any testing or to alter the results of testing will be considered a refusal to comply with this policy. In addition, failure or refusal to comply with any aspect of the substance abuse policy may be reported to the University’s Student Affairs Office for possible disciplinary action in accordance with the university’s Student Conduct Policy.

**Procedures**

I. Alcohol and/or Drug Testing
Many clinical training sites require students undergo alcohol and/or drug testing prior to placement at their clinical sites. Therefore, all students involved in clinical practice settings requiring alcohol and/or drug testing, will need to undergo alcohol and/or drug testing prior to working at the clinical sites.

In addition, during enrollment in the Department of Nursing, a student may be required to undergo alcohol and/or drug testing upon admission to the nursing program, at random, and/or for cause. Cause is defined when there is reasonable suspicion that the student is impaired due to illegal drug or alcohol use, or the use or misuse of prescribed or over the counter medications based upon, but not limited to the following examples: alcohol on breath, slurred speech, motor incapacities, absenteeism, unusual or aberrant behavior or patterns of abnormal or erratic behavior; physical symptoms of impairment; arrest or conviction for a drug or alcohol related offense; evidence of drug tampering, drug diversion, or misappropriation; direct observation of drug use or discrepant drug counts; alterations in student clinical and/or didactic performance that may not be attributed to other causes; following a work-related injury or illness, with evidence that it may have been related to use of a controlled substance; observation of poor judgment or careless acts which caused or had the potential to cause patient injury, jeopardize the safety of self or others, or resulted in damage to equipment as determined by the Chair of the Department, faculty or staff member.

II: Reporting
A faculty or staff member who suspects possible substance abuse by a student must report the suspicious behavior to the Department Chair. In the absence of the Department Chair, the faculty member observing the behavior should contact the Vice President for Academic Affairs. Any faculty member with evidence that an enrolled student has engaged in clinical care of patients and families or participated in classroom work while impaired may also report their observations to the University’s Student Affairs Office.

A faculty or staff member suspecting impairment of a student related to substance (alcohol and/or drugs) use or abuse should not confront the student directly. The faculty or staff member should report the observations to the Chair of the Department of Nursing, and if they are not available the Vice President for Academic Affairs. The student will then be approached by both the faculty or staff member making the initial observation and the other relevant Department of Nursing or University personnel. The student will be escorted to a designated healthcare facility for appropriate alcohol and/or drug testing (see testing procedure).
A student who suspects possible substance abuse or a violation of this policy by another student has the responsibility to report this information. A report can be made to the student’s faculty, advisor, and/or Chair of the Department or the Vice President for Academic Affairs. The identity of the individual making the report will be kept confidential to the greatest extent possible consistent with the need to investigate the report and subject to legal requirements. Any student arrested or convicted of violating any federal, state, or local law pertaining to the manufacture, possession, sale, use, or distribution of a drug or alcohol or misuse of prescribed medications must report this event to their academic advisor, Chair of the Department of Nursing and Admissions and Progressions Committee within the Department of Nursing within three days of the event and prior to any clinical contact with patients and families.

III: Testing Procedure
The student will be required to complete an alcohol and/or drug test 10 business days from date of acceptance letter into the nursing program. Refusal of drug testing upon admission to the nursing program will be regarded as having voluntarily relinquished their position. Also, alcohol and/or drug testing may be completed at random and for cause. The cost for any required testing will be the student’s responsibility. Testing required by the Department of Nursing will be conducted utilizing the following measures:

A. The student must be tested at a facility approved by the Department of Nursing.
B. The student must fully comply with the testing facility’s methods and procedures for collecting samples (Urine, serum, hair, and saliva analysis or a combination of these may be tested).
C. The test shall screen for the use of alcohol and/or drugs.
D. The student will disclose any prescribed or over-the-counter medications, as well as any dietary habits that could modify testing results.
E. If the accuracy of a positive test is disputed by the student, the student may request a retesting of samples by the facility; however, the cost of the additional testing would be the responsibility of the student. Testing done outside the appropriate window of time will not be considered valid.
F. Substance abuse is verified if either: (i) the positive test result is not disputed, or (ii) if the student-requested retest is positive.
G. The testing facility will make a final report of the test results (positive, negative, or inconclusive) to the Chair of the Department of Nursing and the Admissions and Progressions Committee within the Department of Nursing.
H. Students are required to complete alcohol and/or drug testing and will be expected to authorize the release of the results to the Minot State University and the Department of Nursing.
I. If test results are “negative-diluted,” student will be required to return to testing agency the following morning after notification for a urine retest at their expense. If a second “negative-dilute” is resulted a third and final urine drug test must be completed the following morning at the student’s expense. If the third test is “negative diluted,” the student will forfeit their position in the nursing program. If it is after the start of a semester, their position will be forfeited.
All interim actions including requiring the student to undergo alcohol and/or drug testing, to refrain from clinical contact with patients and families, or to refrain from attending classes will be determined by the Chair of the Department of Nursing, Admissions and Progressions Committee within the Department of Nursing in consultation with the relevant course faculty and relevant University experts. Any attempt to delay, hinder, or tamper with any testing or to alter the results of testing will be considered a refusal to submit to testing and may result in an inference of impairment and/or a violation of this policy.

**Confidentiality of Testing Procedures:**
The requirement that a student be tested, as well as the test results, will remain confidential and disclosed only to those individuals within Minot State University or an affiliated clinical site with a need to know or as required by law. Upon written request, students will be provided a copy of test results. As required by law, BSN Completion students who have been suspected of substance abuse will be reported to the appropriate State Boards of Nursing where the student is currently licensed.

**IV. Review by Department of Nursing Admissions and Progressions Committee** Once evidence has been gathered documenting the use or suspected use of controlled substances and/or impairment, the student’s case will be discussed at a meeting of the Admissions and Progressions Committee. The Committee will consider all evidence to determine next steps including removal from clinical, leave of absence, and/or dismissal from the program. A student who is suspected of violating this policy may submit written information to the Committee for their review.

**V. Voluntary Self-Disclosure**
Students who voluntarily self-disclose a substance or alcohol abuse problem to a faculty member, academic advisor, or Chair of the Department, prior to a positive alcohol and/or drug test result, and who are willing to enter in and complete an appropriate program of treatment may be granted a medical leave of absence while they undergo treatment. In consultation with their health care provider and relevant documentation showing successful completion of an appropriate treatment program a recommendation will be brought to faculty from the Admissions and Progressions Committee for the option of re-admittance into the Department of Nursing. The student must sign appropriate University forms providing designated University personnel permission to communicate with the student’s private providers about their recovery status and the possibility of readmission into the Department of Nursing.

**VI. Treatment and Counseling Resources**
Students who are concerned they may have a substance and/or alcohol abuse problem are encouraged to seek appropriate assessment, treatment, and counseling from qualified health care professionals.
Students who share concerns of a possible drug and/or alcohol problem will be referred to the University’s Student Health and Development Center for referral to appropriate treatment and counseling services.

**VII. Reentry into the Academic and Clinical Environment**
Return from a medical leave of absence related to an alcohol and/or drug abuse problem will be considered by the Chair of the Department of Nursing, the Admissions
and Progressions Committee recommendations and faculty decision following successful treatment and sustained progress in an appropriate treatment program. In addition, any other conditions that may have been stipulated in the leave of absence letter must be addressed prior to re-admittance to the Department of Nursing. All relevant University and School required documents must be completed, including an individualized plan for successful return to course and clinical work that is approved by the student’s health care provider, relevant University personnel, and the Department of Nursing. The plan may also include but is not limited to a plan for follow-up treatment and progress, random drug screens, documentation of on-going participation in counseling or self-help meetings, and consequences of failure to comply with the plan and other requirements. Factors that have been identified as helpful for reentry into practice include 12-step program participation, random drug screening, and sponsorship in a support group. The student must also provide medical clearance from the appropriate healthcare provider and evidence of current, active nursing licensure (if a BSN Completion student). Re-entry to the Department of Nursing will be determined by the faculty after review of documents and other information by the Chair of the Department of Nursing and the Admissions and Progressions Committee bringing a recommendation forward.

Depending upon the length of absence from the program, the student may be required to restart the clinical and didactic components of their plan of study. Alternatively, the student may only be required to repeat specific semesters of clinical and didactic study, based on the decision of the Chair of the Department of Nursing, course faculty and the Admissions and Progressions Committee.

Before reentry into the Department of Nursing, conditions will be established between Minot State University’s Department of Nursing and the recovering student. A student in recovery who is permitted to reenter the Department of Nursing must comply with the conditions of return delineated as part of the program reentry, which will be determined on an individual basis.

The Department of Nursing faculty will follow the University policy prohibiting illegal possession, distribution or use of drugs and/or alcohol on University property or as part of University activities, including clinical. Violators will be subject to prosecution under the laws and ordinances and disciplinary action according to University policy. The student will be made aware of the North Dakota Board of Nursing rules and regulations relating to licensure of the nurse with history of chemical dependency.

Adopted Fall 2014
Revised 2/2/2018

K. **Invasive Procedure Lab**

Invasive procedures including, but not restricted to, needle/lancet punctures and insertion of tubes, shall be performed on simulated models by nursing students in the Learning Resource Center.
L. **Fire-Electrical-Chemical Safety**
   1. Students will be informed of actions to prevent fire, electrical and chemical accidents in clinical sites.
   2. Students will follow standards and agency policy in the event of fire, electrical or chemical accident.
   3. Students will be informed of Federal Regulation "Employee Right to Know", Material Safety Data Sheet (MSDS) information, and/or other appropriate documents (available at clinical agencies).

3. VI **Legal Student Signature**
   Student signature will be in compliance with agency policy and includes SN, MSU. This includes first name, last name and SN, MSU and must be legible (eg. Jane Doe, SN, MSU).

3. VII **Professional Liability Insurance**
   A. Student liability insurance coverage is provided. Upon enrollment, after admission into the Nursing major, the Department of Nursing will annually include the student in the number of students submitted to the insurance company designated by MSU and the ND University System.
   B. Student liability insurance coverage is provided for students enrolled in required and elective nursing courses at MSU.

3. VIII **Program Fee (Department of Nursing)**
   A Department of Nursing program fee is paid each semester by each Nursing major which helps to purchase additional program services as determined by the Department of Nursing with student input. Examples are computers, ATI tools, library resources, and audio-videos. Salaries are not paid using program fee monies.

3. IX **BSN Completion Examination Credit**
   Sp 18: A course fee of $250 is attached to N383, N483, N457 & N493
   This fee is to cover the RN NCLEX Examination Credit. Forty (40) credits will be posted on the official transcript during the semester of graduation. The Examination Credit is designed to assist in meeting the MSU required minimum of 60 SH at a 4 year institution for graduation.

3. X **Student Grade Appeal Procedure**
   The Grade Appeal Form is available on the Registrar’s Office website, under Forms, https://www.minotstateu.edu/records/documents/forms/grade_appeals.pdf.

3. XI **Student Complaint Policy**
   The MSU Student Complaint Policy will be followed by the Department of Nursing to assist both students, faculty and staff in resolving student concerns and complaints. See MSU Student Handbook-Student Rights and Responsibilities for procedure.

3. XII **Code of Student Conduct**
   A. National Student Nurses’ Association, Inc.
Code of Academic and Clinical Conduct

Preamble

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

As students are involved in the clinical and academic environments we believe that ethical principles are necessary to guide to professional development. Therefore within these environments we;

1. Advocate for the rights of all clients.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty, clinical staff, and peers to mentor nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

B. **Dress and Professional Conduct**

The MSU student uniform is to be worn ONLY within the student role in any health agency. When in the clinical agencies, the students are to conform to individual agency dress policy. Refer to individual course syllabi/outlines for appropriate uniform during clinical experiences. If appropriateness of dress is in question, the final decision will be made by faculty. The student will comply with agency policies.

1. **Apparel**
   a. **Uniforms**
      Students may purchase the scrub style of their choice that meets professional presentation and the following criteria:
      1. Black scrub top with the MSU Logo embroidered on the left side and black scrub pant or skirt. A black warm up jacket may be worn in the clinical setting. Plain white or black socks, name tag, and appropriate white or black shoes. (The dress/skirt length should be no shorter than to the middle of the knee.) Information regarding the appropriate MSU Logo and vendors that will provide the service can be obtained from the NSA Faculty Advisor or at the Department of Nursing Office.
      2. A plain white, black, or red t-shirt may be worn underneath the scrub top. No visible graphics on t-shirts allowed.
      3. When wearing lab jackets/coats as a uniform, professional attire must also be worn. Professional attire may consist of long pants, collared shirts and appropriate shoes for males and skirt or slacks, collared shirt and appropriate shoes for females. Hose/stockings/socks must be worn at all times. Sandals or open toed shoes, jeans, athletic attire or t-shirts are not allowed.
   
   b. **Internship Uniform:**
      If the student is enrolled in an MSU Internship course, the uniform will conform to the Minot State University Nursing Uniform Policy.
   
   c. **Shoes:**
      1. Shoes should be in good condition, no open toed shoes or shoes with large ventilation holes are allowed.
      2. Shoes with heels over 1 ½” are not appropriate. Shoes should have a minimum of a back strap.
   
   d. **Undergarments**
      1. Appropriate color, style and fit of undergarments.
   
   e. **Name Tag**
      1. MSU nursing student photo ID is worn whenever the student is working with clients as part of the student’s clinical experience or obtaining clinical assignments.
      2. Name tag/Photo ID will be obtained through the MSU Student Center Director with authorization from the Department of Nursing.
      3. One name tag/photo ID card will be provided to the student. The student is responsible for replacement cost. The information will include first name and last initial, SN, MSU. It will also include Student of Nursing,
Department of Nursing and Minot State University. The MSU emblem will also be included.

4. Title Badges for identification as a Student Nurse will also be worn behind the MSU Photo Identification and can be obtained from the LRC.

2. Grooming
   a. Uniform shall be clean and wrinkle free. Hair must be of conservative* color.
   b. Hair shall be clean, combed and worn off the collar.
   c. A mustache will be the only facial hair allowed, all other area of the face must be clean shaven. The mustache shall not be over the bottom of the upper lip, and will not extend ½ inch below the corners of the mouth. Extreme styling of mustaches is not permitted.
   d. Nails
      1. Well-manicured and conducive to giving patient care.
      2. Finger nails only extended ¼ inch longer than fingertip.
      3. Unchipped nail polish may be worn. Specific departments do not allow nail polish, check with clinical instructor if this restriction applies.
      4. Acrylic nails or nail ornaments are NOT allowed.
   e. Fragrances: NO perfumes, colognes or aftershave, or cigarette smoke.
   f. Tattoos/body art must be conservative* and/or covered during clinical activities. If tattoos are deemed to be offensive*, the student may be asked to cover it.

3. Jewelry
   a. Earrings: Small, no hoop or dangling earrings. No gauged ears without plugs.
   b. Rings: Limit to one each hand, no high rings or stones.
   c. Watch with second hand, appropriate for clinical assignment.
   d. Necklaces should be small, without elaborate pendants.
   e. Piercings: No jewelry may be worn in visible piercing except for the ears.
   g. Jewelry is to be removed in designated areas (such as: OR, Nursery)

4. Professional decorum
   Student conduct reflects on MSU Department of Nursing and the student should be aware of the impression that is made on clients, the community, peers and prospective employers.
   a. Be respectful to all
   b. Gum chewing NOT allowed
   c. Tone of voice- well modulated
   d. Confidentiality - to be maintained at all times
   e. No smoking during clinical
   f. No eating or drinking in the clinical units

* Faculty reserves the right to define professional attire/ conservative/offensive.

C. Classroom behavior
   A positive impression and demonstration of respect includes:
   1. Attending classes and paying attention. Do not ask an instructor in class to go over
material you missed by skipping a class or not concentrating.

2. Not coming to class late or leaving early. If you must enter a class late, do so quietly and do not disrupt the class by walking between the class and the instructor. Do not leave class unless it is an absolute necessity.

3. Not talking with other classmates while the instructor or another student is speaking. If you have a question or a comment, please raise your hand, rather than starting a conversation about it with your neighbor.

4. Showing respect and concern for others by not monopolizing class discussion. Allow others time to give their input and ask questions. Do not stray from the topic of class discussion.

5. Turning off the electronics: cell phones and watches.

7. Avoiding audible and visible signs of restlessness. These are both rude and disruptive to the rest of the class.

8. Focusing on class material during class time. Sleeping, talking to others, doing work for another class, checking e-mail, and exploring the Internet are unacceptable and can be disruptive.

9. Not packing book bags or backpacks to leave until the instructor has dismissed class.

10. Disruptive behavior will not be tolerated.

Definition: Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off-campus locations), which disrupts the educational process. Disruptive class behavior for this purpose is defined by the instructor. Such behavior includes, but is not limited to: verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls/texting, emailing or pages during class, leaving and entering class frequently in the absence of notice to instructor of illness or extenuating circumstances, and persisting in disruptive personal conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class.

11. Recommendations for action to disruptive behavior:
   a. First step: verbal warning
   b. Second step: written warning
   c. Third step: dismissal from nursing program
   d. Student to see MSU grievance policy for further information.
   e. In extreme instances (e.g. where the problems is (are) declared severe), the Department of Nursing may opt to bypass the above actions and remove the student from the Nursing program.

D. Student Communication
Communication regarding issues in a nursing course shall begin with the course faculty. The student and faculty will work to resolve the issue. If no satisfactory resolution is achieved in ten calendar days, the student should make an appointment and meet with their advisor.
The advisor, student and course faculty may then meet to discuss the issue. If no resolution is achieved within ten calendar days, the student should bring the issue to the Department of Nursing Student Faculty Affairs Committee. Student progression in nursing major may be affected by the outcome.

3. XIII **Transportation**
Students must furnish their own transportation to and from clinical areas, family visits, and agencies. When funding is available, some approved applications for transportation expenses for selected student group tours/travel may be paid by the University. Students in N456 Public Health Nursing should be prepared for several assignments out of Minot and will be responsible for their own transportation.

**Motor Pool Travel**
University policies will be followed regarding ND State Fleet motor pool travel.
Section 4

Resources
4. I  **Learning Resource Center (LRC)**  
The purposes of the LRC include providing an environment for performing clinical skills, taking exams, using A-V resources, simulations, and using computer services. (See LRC information in Appendices.)

The student is allowed to check out selected resources and is responsible for returning them in clean, good condition and by the time specified in the policy.

Students are expected to use the LRC with respect for fellow students, faculty and staff and are to leave it clean and orderly.

4. II  **Library Facilities**  
Library facilities are available to the students at the university and in the community. A variety of medical and nursing journals are also available.

A.  **Gordon B. Olson Library:** Minot State University campus  
B.  **Minot Public Library:** Downtown Minot  
C.  **Angus L. Cameron Medical Library:** UND School of Medicine and Trinity Medical Center, 20 Burdick Expressway West.

4. III  **Library Nursing Journals (Active)**  
The following is a list of nursing journals available at the Olson Library. Other titles are available through interlibrary loan and on line Web sites. Computer searches may be done using CINAHL (Cumulative Index of Nursing and Allied Health Literature) in the Olson library.

<table>
<thead>
<tr>
<th>Program area</th>
<th>Journal title</th>
</tr>
</thead>
</table>
| General professional/multi-area/fundamentals/trends/issues | American Journal of Nursing  
Computers Informatics Nursing  
Imprint (NSNA)  
International Nursing Review  
Journal of Professional Nursing  
Nursing Outlook  
Prairie Rose  
Online Journal of Issues in Nursing |
| Geriatric nursing                           | Geriatric Nursing  
Journal of Gerontological Nursing                                               |
| Adult health nursing                        | Cancer Nursing  
Critical Care Nurse  
Dimensions in Critical Care Nursing  
Heart & Lung  
Nursing (2000 – present) |
| Women’s Health nursing Maternal-Newborn     | Journal of Obstetric Gynecologic and Neonatal Nursing (JOGNN)  
Nursing for Women’s Health (Electronic)  
MCN The American Journal of Maternal Child Nursing |
| Child Health nursing                        | Pediatric Nursing                                                             |
| Community health nursing                    | Public Health Nursing  
Home Health Care Nurse  
Online Journal of Rural Nursing and Health Care |
<table>
<thead>
<tr>
<th>Program area</th>
<th>Journal title</th>
</tr>
</thead>
</table>
| Nursing theory & research            | Advances in Nursing Science  
Journal of Nursing Scholarship (STTI)  
Research in Nursing and Health  
Western Journal of Nursing Research |
| Nursing management                    | Nursing Economics  
Journal of Nursing Administration  
Nursing Administration Quarterly  
Nursing Management                   |
| Nursing education                     | Journal of Nursing Education  
Nurse Educator                       |
| Psychiatric Mental Health            | Journal of Psychosocial Nursing and Mental Health Services  
Journal of the American Psychiatric Nurses Association (Electronic) |

In addition to the journals listed in table 11-A, the library has allied health journal titles including: *American Journal of Health Behavior, Hospital Practice, JAMA, Prevention, and New England Journal of Medicine.*

### 4. IV Nursing Internship - NURS 397

A. Students who have successfully completed Nursing courses N325 and N335 may register for the nursing internship course for 3 - 6 semester hours.

B. Students are responsible for obtaining internship employment in consultation with the faculty member responsible for N397.

C. Education Agreements must be on file.

D. The student and employer are responsible for assuring compliance with ND Board of Nursing Rules and Regulations while the student is working as a “nurse tech”, “co-op student” or “nurse intern” as designated by the employing agency. (Reference: ND Board of Nursing, Policy-Procedures Guidelines, Student and Licensed Nurses Practice Parameters dated 5/14, available at [https://www.ndbon.org/Practice/Policies-Procedures-Guidelines/PracticeParameters.asp](https://www.ndbon.org/Practice/Policies-Procedures-Guidelines/PracticeParameters.asp)

Revised 3/2018
Section 5

Appendices
DEPARTMENT OF NURSING LEARNING RESOURCE CENTER (LRC)

Welcome to the Department of Nursing. The LRC is a place for study, testing, nursing skills practice and completing simulated hospital clinical and computer assignments. The LRC Resource Center consists of the LRC office (306B), Resource room (306), testing room (306A), Clinical Nursing Labs I (319) and II (324), and Sim Rooms (Sim I (321B), Sim II (321D), Sim III (319), and Debrief Room (321A). The LRC Coordinator hours are posted on the door of Memorial 306. **The LRC is regularly open 7:30 AM to 4:00 PM Monday through Friday.** The LRC will be open evening hours (usually 4pm-7pm) depending on availability of student workers. Hours will be posted. Schedule is subject to change without notice.

The LRC resource staff is available during posted hours and may be away from the LRC office for breaks, working in the clinical labs and simulation, or other Nursing department responsibilities.

Students are asked to use integrity, honesty, and be professionally responsible when using MSU Department of Nursing resources. Students are also expected to be respectful to staff, faculty and fellow students.

**LRC GENERAL GUIDELINES:**

1. Students, staff, and faculty must check out all supplies, equipment, and other items with a member of the LRC resource staff or the administrative assistants in the main Nursing Department office.

2. **A limit of 3 videos/DVDs per student may be checked out at one time.** You must know the name of the video that you are requesting. There is a LRC inventory listing in the area. Please request video by name, and course.

3. The check-out policy is for an overnight period only. If you are unable to return the item(s) by 9:00 AM the following morning, you will need to notify the LRC Coordinator either by phone (701-858-3105) or by email (abbie.baklenko@minotstateu.edu) or there may be a fine.

4. Students are encouraged to reserve computer, video camera, IPads, and lab practice time (when classes are not scheduled). Students who reserve a time have first priority.

5. The computer kiosks in the Nursing Department hallway are for student use, but please be respectful of other student’s needs.

6. The computer lab in Memorial 308 will be made available for open student use as much as possible. However, student testing and use as classroom is priority. Please check schedules on door for open times.

7. **Printing is a privilege, please remember to pick up what you print and only print what you need.** If the office is locked, please contact your instructor to access printed materials. Printing is limited by your account with IT. You must contact IT to raise your spending limit.
8. Make-up test and test remediation must be pre-scheduled. Tests can be scheduled between the hours of **7:30am - 11:30am and 1:00pm - 3:30pm** in order to give you enough time. You must call, email or visit the LRC office in advance to schedule. If you can’t make the time you have set up, please call or email ahead of time to notify them. No test taking or test remediation will be allowed during evening LRC hours.

9. LRC hours will be enforced. No exceptions will be made so please make sure you plan ahead.

10. Please leave your work area in clean, working condition in LRC, clinical nursing labs, testing room, and computer lab.

11. Remember, others may be studying or taking a test, so keep noise to a minimum especially in hallways!

12. **No food or drinks** will be allowed around the computers labs, learning resource center or simulation rooms.

13. No children in LRC, clinical nursing labs, testing rooms, or classrooms.

14. Simulation equipment is only to be used in the presence of either the Director of LRC and Simulation, the LRC Coordinator, or a faculty member.

15. Contact the Director of LRC and Simulation or the LRC Coordinator for additional practice times, set-up of manikins, and supplies.

**CHECK OUT OF LRC INSTRUCTIONAL INVENTORY MATERIALS:**

**Policy:**

*Materials checked out by the close of business on Monday, Tuesday, Wednesday, or Thursday must be returned by 9:00 a.m. the following day. Materials checked out by the close of business on Friday must be returned by 9:00 a.m. on the following Monday.*

LRC Instructional Inventory Materials includes videos/DVD’s and computer discs, IPads, assessment equipment and teaching materials.

Failure to return materials checked out may result in loss of the privilege to check out such materials. A HOLD will be placed on the students Campus Connection account, which will prevent registering and receiving grades until materials are returned and/or fees are paid. The collected fees will be used towards the purchase of new instructional materials and for the replacement and repair of worn instructional materials.

The timely return of LRC Instructional Inventory Materials reflects a number of factors, including a caring attitude of student’s for classmates who must complete the same assignment with the same materials.
FEE* STRUCTURE for LATE RETURN of LRC INVENTORY INSTRUCTIONAL MATERIALS:

$1.00 per hour with a $5.00 maximum **AND** $5.00 billing fee for materials not returned by the morning after the due date. The fees are non-refundable. Replacement cost will be charged to the students account if checked out material/equipment is not returned.

*Fees are subject to change.
Appendix B

Video Policy
The student will receive the Policy on Video Recording in Semester 1, 3, 5 and after signing it is placed in their file in the Nursing Department office.

Policy on Video Recordings for Simulation
I acknowledge and understand that video recording may be done during my Nursing education for lab and simulation debriefing and evaluation. I consent to being videotaped for these purposes. I also agree that activities including presimulation, simulation, debriefing and evaluation which may include permission to view video following the simulation are to remain confidential. The confidentiality agreement signed by the student guarantees privacy and prohibits discussion of video contents or student’s performance and is considered the property of Minot State University Department of Nursing. Any unauthorized use is prohibited and may result in dismissal from the nursing program.

Student Name (printed) ___________________________
Student Signature________________________________ Date___________________

Video Equipment
EMS (Education Management Solutions Simulation IQ Enterprise Web and AV are used in the Simulation Center at the discretion of the faculty with assistance of the Director of LRC and Simulation and the LRC Coordinator. The student will be informed if the session is being recorded. Recordings can be saved and used for educational purposes, debriefing opportunities, and evaluation by both student and faculty. The videos can be viewed through the EMS Simulation IQ Enterprise AV Viewer or the EMS Website. All are secure and password protected. Authorized viewers (faculty, students) will be given permission for viewing for designated times.

Video Recording Retention
The video recordings will be deleted at the end of the semester, unless needed for evaluation and supporting information for student and faculty. The faculty must inform the Director of the LRC and Simulation and LRC Coordinator if the videos need to be retained for a longer period of time.

Adopted May 14, 2015
Revised April 6, 2018
Appendix C

ESSENTIAL FUNCTIONS FOR CLINICAL COURSE WORK IN THE DEPARTMENT OF NURSING

Department of Nursing students must be able to fully perform the essential functions in each of the following categories: gross motor skills, fine motor skills, physical endurance, physical strength, mobility, hearing, visual, tactile, smell, reading, arithmetic competence, emotional stability, analytical thinking, critical thinking skills, interpersonal skills, and communication skills. (National Council of State Boards of Nursing, 1999) However, it is recognized that degrees of ability vary widely among individuals. Individuals are encouraged to discuss disabilities with Director of the Student Development Center. The Department of Nursing is committed to providing reasonable accommodations to students with disabilities upon notice through established Department policies and procedures.

1. **Gross Motor Skills**  Students must be able to: move within confined spaces; sit and maintain balance; stand and maintain balance; reach above shoulders (IVs); reach below waist (plug-ins).

2. **Fine Motor Skills**  Students must be able to: pick up objects with hands; grasp small objects with hands; write with pen or pencil; key/type (use a computer); pinch/pick or otherwise work with fingers (syringe); twist (turn knobs with hands); squeeze with finger (eye dropper).

3. **Physical Endurance**  Students must be able to: stand (at client side during procedure); sustain repetitive movements (CPR); maintain physical tolerance (work entire shift).

4. **Physical Strength**  Students must be able to: push and pull 25 pounds (position clients); support 25 pounds of weight (ambulate client); lift 25 pounds (transfer client); move light objects up to 10 pounds; move heavy objects weighing from 10 to 50 pounds; defend self against combative client; carry equipment/supplies; use upper body strength (CPR, restrain a client); squeeze with hands (fire extinguisher).

5. **Mobility**  Students must be able to: twist; bend; stoop/squat; move quickly; climb (ladders, stools, stairs); walk.

6. **Hearing**  Students must be able to: hear normal speaking level sounds; hear faint voices; hear faint body sounds (BP); hear in situations not able to see lips (when using masks); hear auditory alarms.

7. **Visual**  Students must be able to: see objects up to 20 inches away; see objects up to 20 feet away; see objects more than 20 feet away; use depth perception; use peripheral vision; distinguish color; distinguish color intensity.
8. **Tactile**  Students must be able to: feel vibrations (pulses); detect temperature; feel differences in surface characteristics (skin turgor); feel differences in sizes, shapes (palpate vein); detect environmental temperature.

9. **Smell**  Students must be able to: detect odors from client; detect smoke; detect gases or noxious smells.

10. **Reading**  Students must be able to read and understand written documents.

11. **Arithmetic Competence**  Students must be able to: read and understand columns of writing (flow sheets); read digital displays; read graphic printouts (I&O); calibrate equipment; convert numbers to/from metric; read graphs (vital sign sheets); tell time; measure time (duration); count rates (pulse rate); use measuring tools (thermometer); read measurement marks (scales); add, subtract, multiply, divide; compute fractions (medication dosages); use a calculator; write numbers in records.

12. **Emotional Stability**  Students must be able to: establish therapeutic boundaries; provide client with emotional support; adapt to changing environment/stress; deal with unexpected (crisis); focus attention on task; monitor own emotions; perform multiple responsibilities concurrently; handle strong emotions (grief).

13. **Analytical Thinking**  Students must be able to: transfer knowledge from one situation to another; process information; evaluate outcomes; problem solve; prioritize tasks; use long term memory; use short term memory.

14. **Critical Thinking Skills**  Students must be able to: identify cause-effect relationships; plan/control activities for others; synthesize knowledge and skills; sequence information.

15. **Interpersonal Skills**  Students must be able to: negotiate interpersonal conflict; respect differences in clients; establish rapport with clients; establish rapport with co-workers.

16. **Communication Skills**  Students must be able to: teach (client, family); explain procedures; give oral reports; interact with others; speak on the telephone; influence people; direct activities of others; convey information through writing (progress notes).


Revised 11/2015
Appendix D

Minot State University Department of Nursing Test Taking Policy

1. Store all personal belongings; notes, electronic devices, smart watches away from the testing area in back pack or book bag.

2. All back packs and book bags stored at the front of the room.

3. Cell phones must be turned off during the exam.

4. No cups or bottles that cannot be seen through allowed in the exam area.

5. No hats, hoodies, ear phones, headsets, or ear buds may be worn during the exam. Ear plugs may be allowed at the discretion and inspection of the exam proctor. Other personal belongings may be prohibited at the discretion of the proctor.

6. Raise hand with any questions, no questions shall be asked about the exam content.

7. Scratch paper will be provided by the proctor and must be turned in after the exam.

8. No talking during the exam.

9. No exiting browser during computer testing.

10. Unanswered questions will be scored as incorrect.

11. Use answer sheet provided by proctor for computer exams in the event of computer failure during exam.

Adopted 9/2017
Appendix E
Minot State University Department of Nursing
Admissions & Academic Progression Appeal Form

(Please print all information)
Name of Student: ______________________________ Student ID#: _______________________
Address: __________________________________________________________________________
Phone #: ______________________ Email address: ______________________________________
Name of Advisor: _________________________

I am requesting permission to continue progression in the Nursing Program

- I withdrew from the Nursing program and I am asking for permission to resume my enrollment in the program.
- I have failed to achieve a grade of C or better or did not meet course objectives in the following nursing course ___________________________ and wish to attempt this course again. I understand that the inability to achieve a C or better on the second attempt will result in dismissal from the Nursing Program.
- I have failed to meet the requirements of the Nursing Program and I am asking permission to resume my enrollment in the program.

Please attach a letter to the form addressing the following two statements:

- My barriers to success in the Nursing Program.
- My plan for success in the Nursing Program.

Student Signature/ Date: __________________________ Advisor Signature/ Date: _______________

Please attach any letters of support or documentation of extraordinary circumstances to be considered in this appeal.

-------------------------------------------------------------------------------------------------------------------------------
Committee Decision: ___________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
Chair Decision: _______________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
Letter sent to student on: _________________________
Copy placed in student file: ________________________

Adopted 3/2018
Appendix F
Simulation Guidelines, Policy and Procedures
Department of Nursing Minot State University

Background: Simulation in Nursing Education
The Minot State University Department of Nursing envisions enhancing the education of nursing students through the use of high fidelity simulation. As the health care environment is in a state of constant change, nursing faculty is in need of more resources for preparing students for the complex nature of clinical practice. Some of the advantages and positive outcomes of being able to practice in a simulated clinical environment without risk of harm to human patients are:

- Improved competence and confidence in providing care to clients in a variety of settings.
- Active learning by students to improve comprehension and application of knowledge to the patient care environment and encourage them to reflect on their practice in a safe setting.
- Active participation in complex patient situations to improve decision making, critical thinking, prioritizing and delegating as needed in the practice of professional nursing.
- Experience with simulated high-risk patients situations the student may not encounter while in actual clinical, but would require rapid responses and critical thinking when in clinical practice as a registered nurse.
- Enhance confidence and skill in the practice of nursing as a new graduate, with improved satisfaction of the new nurse and employer, increased retention, and thus decreasing the shortage of nurses.
- Improve safety in patient care whether in assessment, providing care, medication administration, identification of risk and appropriate delegation to other members of the health care team.
- Work collaboratively with interdisciplinary teams to enhance outcomes for the clients they care for.

Ultimately, the goal of improving the simulation program in nursing education is the graduation of increased numbers of graduate nurses able to provide safe, quality professional nursing care in a variety of health care settings in both rural and urban communities.


Definition of Simulation
“An educational strategy in which a particular set of conditions are created or replicated to resemble authentic situations that are possible in real life. Simulation can incorporate one or more modalities to promote, improve, or validate a participant’s performance.”
References


Simulation Guidelines and Standards
The faculty and staff of the Minot State University Department of Nursing use the NCSBN Simulation Guidelines (Alexander et al., 2016), the INACSL Standards of Best Practice: SimulationSM (INACSL, 2016), and the NLN Jeffries Simulation Theory (Jeffries, 2016) to guide the development, implementation and evaluation of simulation activities to replace supervised clinical experiences.


INACSL Standards http://dx.doi.org/10.1016/j.ecns.2016.10.001

References

INACSL Standards Committee (2016, December).INACSL Standards of Best Practice: SimulationSM. *Clinical Simulation in Nursing*, 12(S), S1-S50. http://dx.doi.org/10.1016/j.ecns.2016.10.001


Simulation Design Template
The recommended design template for nursing simulation is the NLN Simulation Design Template http://sirc.nln.org/course/view.php?id=18
Simulation Hours to replace supervised clinical practice.
Clinical hours may be substituted with simulations for up to 50% of supervised clinical nursing practice. Ratio of simulation hours to clinical hours for the Department of Nursing, MSU will be: 1:2 1 hour of quality simulation including pre-briefing, simulation and debriefing may replace 2 hours of supervised clinical nursing practice. The course syllabus shall identify clinical nursing hours, simulation hours and lab hours.

Information:
- The NCSBN study used a 1:1 ratio of simulation to replace traditional clinical. The programs in the study had at a minimum 600 clinical hours.
- Most programs use a 1:1 ratio of simulation to clinical hours with evidence from the NCSBN that students will not be harmed with up to 50% clinical replaced with simulation.
- The next most common is 1:2 simulation to replace traditional clinical hours. There are small studies that show positive clinical outcomes.
- Some programs use 1:3 or 1:4. Theresa Gores, a simulation expert recommends 1:3 for efficiency, faculty time and student performance.
- There is no strong evidence that shows replacing traditional clinical hours with less time in simulation results in comparable outcomes for undergraduates.

References


Evaluation of Simulation
Evaluation of Simulation will be completed by students and faculty using the Creighton Competency Evaluation Instrument (C-CEI) https://nursing.creighton.edu/academics/competency-evaluation-instrument and Simulation Evaluation Tool-Modified (SET-M) https://caehealthcare.com/resources/ following the guidelines and recommendation for education in the use of the tools.
References
Creighton University College of Nursing, Omaha, Nebraska


Debriefing for Simulation
Frameworks for debriefing. Faculty Decision 5.4.2018 to trial PEARLS starting Fall 2018.
DML-Debriefing for Meaningful Learning
Debriefing with Good Judgment
PEARLS – Promoting Excellence and Reflective Learning in Simulation
Plus Delta - + ▲

References


Description of Simulation Center and LRC and Equipment

The Simulation environment consists of the Clinical Nursing Labs I (319) and II (324), and Sim Rooms (Sim I (321B), Sim II (321D), Sim III (319), and Debrief Room (321A). The clinical nursing labs are equipped with hospital beds, stretchers, functioning headwalls with simulation oxygen, air and suction. Clinical Nursing Lab 1 also has a nursing call light system built in. Lab 1 also has a scrub sink, cabinets for storage, a storage closet and bathroom with laundry facilities. Clinical Nursing Lab 2 also has a sink and storage cabinets. Both nursing labs are equipped with tables and chairs, and projection equipment for teaching.

Simulation Room 1 is the home of SimMan 3G an adult hi-fidelity patient simulator, functional headwall, bed and monitor. The room also has a sink and storage cabinets.

Simulation Room 2 is the home of Victoria an obstetric hi-fidelity birthing simulator, functional headwall, birthing bed and monitor. Newborn Tori simulator and birthing baby are also available.

Simulation Room 3 is home of Pediatric HAL, a 5 year old hi-fidelity simulator, functional headwall, bed and monitor.

The above simulators can be moved to different simulation rooms with advance notice by the LRC Coordinator and Director of LRC and Simulation. The high fidelity manikins cannot be taken out of the department without authorization due to cost and potential for damage.

The 3 Simulation rooms are each equipped with 3 cameras and microphones for recording the simulations. Phones are also available for calls between students and faculty or staff in the control room. Intercom is also available between the control room phone and Sim 1, 2, and 3.

A control room between Room 1 and 2 with windows for faculty and staff to run the simulations, observe and do video recording of the simulation for play back. EMS (Education Management Solutions Simulation IQ Enterprise Web and AV are used in the Simulation Center for video recording and playback.

The debriefing room is equipped with table, chairs, white board, TV monitor and computer for play back of video of the simulation during debriefing.

Simulation supplies, medications, IV supplies, IV pumps are also available. Emergency, crash cart and defibrillator, isolation cart, medication carts are also available for use during simulations.

Scheduling of Simulations

Simulation experiences are scheduled with the LRC Coordinator. Faculty will complete the designated forms for Simulation found on Blackboard. Advance notice (minimum 48 hours) is essential. All information needs to be provided to enable the LRC Coordinator and Director of LRC and Simulation to prepare the room, manikins, supplies, equipment and video recording for the simulation. If requests are not able to be accommodated, alternative dates or times will be provided.

Student Orientation to Simulation

Students will be oriented to the simulation room, environment, supplies and manikin prior to the simulation. This is essential for the student to be able to practice with assessment on the manikin being used. Practice must be supervised by the Director of Simulation, LRC coordinator or faculty who has had training on the use of the manikin. This orientation time must
be scheduled with the LRC Coordinator to ensure availability of room, simulator and supervision. Students are not allowed to move and take any of the hi-fidelity manikins from their rooms.

**Student Guidelines/ Policy/Procedures for Simulation Experiences**

Simulation experiences are conducted to simulate a realistic clinical situation to facilitate learning through assessment, communication, critical thinking, and clinical judgment in a safe environment.

- Participants will be pre-briefed, involved in a scenario and then debrief/reflect upon their performance afterwards. Roles will be assigned. They may include nurse, family, observer.
- **Everything done in the sim lab stays in the sim lab.** Participants are asked to *not* share their experiences with students who have not yet attended. This sharing would interfere with the other students’ learning. Maintain privacy and confidentiality as you would in clinical setting.
- Teamwork is essential - Endeavor to think out loud and communicate with your peers as you participate in the experience.
- Participants will suspend disbelief. Ignore the less real aspects of the situation in order to get the most out of the experience. Please treat your “clients” as if they are real (i.e. – talk to them, ask questions). If “family” is present, also include them as appropriate remembering privacy and confidentiality. Therapeutic communication and education are important.
- Simulations are working in “real time”. If you need to recheck a blood pressure in 10 minutes, you need to wait the actual ten minutes.
- Perform all assessments and procedures required. If you need to take a blood pressure you must actually place the cuff, inflate it, auscultate. Use thermometer. Feedback will either be provided by the equipment (i.e. – SimMan, Victoria, Anne, Pediatric HAL or Newborn, monitor or faculty).
- Document as instructed.

**Student Responsibilities**

The following guidelines are in place so that the simulation experiences accomplish the learning for which they are intended.

1. Students will be dressed in a professional manner, uniforms or lab coats and professional dress clothes.
2. A name tag will be worn whenever in the simulation setting.
3. Students will complete all required preparation for the experience before they will be allowed to participate.
4. Students will conduct themselves in the simulation setting exactly as if they are in a clinical setting through demeanor, actions, verbal and non-verbal communication.
5. Students will treat each other, the faculty, and the simulator respectfully at all times.
6. Students who are not prepared or who do not actively participate in the experience may be asked to leave.
7. The assigned clinical simulation experience is clinical. Evaluation will be completed as identified by the faculty responsible for the course.
8. Any missed simulation time will need to be made up, just as clinical hours are made up.
9. Students will assist with maintaining a clean and organized lab and simulation room. This may require some additional time spent at the completion of the lab in returning supplies and materials to storage.

Adopted May 2018
Appendix G

Hepatitis B Statement

Hepatitis is an inflammation of the liver that is most often caused by viruses identified by the letters "A," "B," "C." Up to 50% of persons with Hepatitis B infections (HBV) may be unaware that they have contracted the virus and many chronic carriers may have few or no symptoms. The long term risk to workers such as student nurses is estimated between 15% and 30% and is greater in some specialties than in others (e.g., ICU nurses).

Persons at substantial risk of HBV (Hepatitis B) infection who are demonstrated or judged likely to be susceptible should be vaccinated. They include any health-care or public-safety worker whose tasks involve contact with blood or blood-contaminated body fluids (needle sticks, mucous membranes, non-intact skin).

Risks among health-care professionals vary during the training and working career of each individual but are often highest during the professional training period. For this reason student nurses should receive the Hepatitis B vaccine.

Hepatitis B vaccine is administered in three (3) doses over a six month span of time. The side effects are minimal with the most common reaction being injection site soreness. Less common reactions are low grade fever, erythema, and swelling. As with any vaccine, the possibility of rare, adverse reactions exists.

Hepatitis B vaccine is strongly recommended to protect the student from this disease. Clinical agencies may deny the student an opportunity to practice in their facility without evidence of Hepatitis B vaccination. The student will provide documentation to the Department regarding Hepatitis B immunization status, including signing one of the following forms:

I, _________________________________________, have received ____ doses of the Hepatitis B vaccine, and am providing a copy of the record to the Department of Nursing office.

Date: __________________________

Signature of student: _________________________________

I, _________________________________________, have read the background information for the Hepatitis B vaccine and understand the information provided regarding Hepatitis B exposure. I have chosen not to receive the vaccine.

Date: __________________________

Signature of student: ________________________________
Appendix H
Declination of Influenza Vaccination
The Minot State University Department of Nursing has recommended I receive the influenza vaccine to protect myself, my family, and the patients I serve.

I acknowledge that I am aware of the following facts:
- Influenza is a serious respiratory disease that kills an average of 36,000 persons and hospitalizes more than 226,000 persons in the United States each year.
- Influenza vaccination is recommended for me and all other healthcare workers to prevent influenza disease and its complications, including death.
- If I contract influenza, I will shed the virus for 24–48 hours before influenza symptoms appear. My shedding the virus can spread influenza infection to patients in this facility.
- If I become infected with influenza, even when my symptoms are mild, I can spread severe illness to others.
- I understand that the strains of virus that cause influenza infection change almost every year, which is why a different influenza vaccine is recommended each year.

Despite these facts, I am choosing to decline influenza vaccination right now.
I understand that I may change my mind at any time and accept the influenza vaccination if vaccine is available. I understand that by signing this declination form, I will not be able to attend clinical, and will fail to progress.

I have read and fully understand the information on this declination form.

Signature: __________________________________________

Date: __________________________________________

Name (print): __________________________________________