Welcome to the Bemidji State University Department of Nursing!

The curriculum in the nursing program is designed to teach, challenge, and excite you on your journey to becoming an independent learner and a successful professional nurse. To complete this rigorous program and to practice effectively as a professional nurse, you must demonstrate competency in many areas. A student nurse must perform all essential functions with or without accommodations. You have to take an active role in your education. This resource manual will help you as your progress through the nursing program.

This *Student Resource Manual* is intended to provide you, the nursing student, with the information you need to successfully manage your educational career at BSU. The information provided is specific to the Department of Nursing and is supplementary to the *BSU Undergraduate Catalog* ([http://www.bemidjiSTATE.edu/academics/catalog](http://www.bemidjiSTATE.edu/academics/catalog)) and *BSU Student Handbook* ([http://www.bemidjiSTATE.edu/students/handbook/](http://www.bemidjiSTATE.edu/students/handbook/)), essential documents of Bemidji State University. Each student is responsible for the contents in these references.

In addition to this and other written resources, faculty advisors are an invaluable source of information and guidance. Every student is assigned an advisor who is prepared to assist you with program planning, degree completion and other questions pertaining to university life. We encourage you to meet with your advisor regularly to ask questions and seek additional information.

The *Department of Nursing Student Resource Manual* applies for each academic year. It is updated and posted on our website annually; current students are notified via email when the new version is available and provided with a summary of substantive changes. If significant changes in policies/procedures are made and implemented at a time other than the annual update, students will be notified of the changes via email. We hope this *Resource Manual* is helpful to you. We welcome any recommendations and/or comments.

The Department of Nursing wishes you much success on your educational journey!

A member of the colleges and universities of Minnesota State, Bemidji State University is an affirmative action, equal opportunity educator and employer. Bemidji State University is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law. Inquiries regarding compliance, rights and other information may be addressed to the Assistant to the President for Affirmative Action & Accreditation at 218-755-4121.

Upon request this document can be made available in alternate formats. Please contact the Disability Services Office at Bemidji State University at 218-755-3883 or email disabilityservices@bemidjiSTATE.edu.
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Curriculum & Structure

Goals of the Department of Nursing

In support of the institutional mission, the goals of the Bemidji State University baccalaureate nursing program are to:

1. Sustain a profile of academic excellence, which includes national accreditation and the recognition of standards/directions within the discipline and communities of interest.
2. Utilize an effective governance structure that is congruent with the institution, program and needs of the learners.
3. Acquire and allocate resources to provide a positive learning environment.
4. Recruit and retain qualified and diverse students committed to academic excellence and professional development.
5. Recruit and retain qualified faculty who contribute to the university, the profession, and other arenas through activities associated with education, service and scholarly endeavors.
6. Implement a contemporary curriculum that promotes the development of a humane, holistic view of people, critical inquiry to address nursing practice in a changing society, responsible use of knowledge and practice abilities in a variety of settings; and prepares individuals to contribute to the discipline and society, engage in ongoing professional development, and pursue graduate study.
7. Implement educational strategies and practices conducive to the personal and professional development of students.

Vision & Mission

Department of Nursing Vision:
We educate professional nurses to lead inspired lives.

Department of Nursing Mission:
To engage in scholarship that supports the development of critical thinkers, creative problem solvers, and innovative leaders in care delivery. (Essentials 1, 2 and 3)

To teach and support professionalism and professional values in the care of individuals and populations across diverse cultures, ages, and environments. (Essentials 7, 8 and 9)

To educate the baccalaureate nurse generalist for a future that includes lifelong learning and professional practice. (Essential 1)
Philosophy

Humankind
Human beings are viewed holistically. Each individual and each group is a complex integration of biological, psychological, social, cultural, and spiritual dimensions.

Human beings are unique, autonomous, and possess inherent dignity, worth, and rights. We exist dependently, independently, and interdependently. Rights infer responsibilities within each individual’s capacity.

Growth and change may be multifaceted, influenced by individual differences in personal potential and by subjective meanings and values.

Health
Health involves a complex, multidimensional phenomenon influenced by biological, psychological, social, cultural, and spiritual variables.

Health is individually defined and subjectively perceived. Internal and external forces and resources influence health.

Human beings experience varying states of health during their lives.

Nursing
The provision of nursing care, as part of the health care system, is influenced by legal, political, economic, social, and global forces. Humane, quality health care is a right and should be equally accessible to all people.

People have the right to make informed decisions in regard to their health and health care. Nursing addresses human responses to life experiences and varying states of health and illness.

Nursing is involved with the promotion, attainment, and preservation of optimal health and the amelioration of suffering.

Nursing supports human beings in growth and change to maximize health potentials across the lifespan and/or to support a peaceful death.

Nurses assess, design, provide, manage, and coordinate care for individuals, families and communities/populations representing diverse cultures, values, and beliefs.

Nursing is guided by a respect for human dignity and requires a commitment to caring. Nurses respect and encourage client autonomy.

Nursing practice is conducted in a variety of contexts. Critical reflective thought, liberal education, professional knowledge, practice abilities, life experiences, and the values of the individual provide the foundation for nursing practice.
Ethical professional behavior and decision-making abilities are essential in one’s practice and relationships.

Membership in the discipline of nursing involves a commitment to excellence; advocacy for nursing and humane, quality health care; accountability for one’s individual practice; responsible inquiry; and continued professional growth.

Professional nursing practice is influenced by and contributes to society. Inherent to addressing the health needs of people and the evolution of nursing as a discipline are collaboration with other groups, use of knowledge in refining practice, and the critical examination of nursing practice.

Learning
Baccalaureate nursing education fosters self-directed learning to enable nurses to understand the meaning of their experiences and to realize values in their practice.

Baccalaureate education prepares graduates to serve as generalists in nursing practice and serves as a basis for graduate study.

The learning environment encourages participants to critically examine assumptions, to explore alternative views, and to support the development of expanded or new perspectives.

Learning is a complex process. Though some forms of learning may be predictable and observable, not all significant learning can be equated to measurable changes in behavior. Learning includes the individual meaning that emerges for the learner.

Faculty serve as resources and facilitators in the learning process. The learning environment provides for mutual respect, engages the learner in learning, and assists the learner in examining perspectives upon which practice is conducted.

Experiential learning provides an arena whereby knowledge, practice, and individual meanings may be critically examined. Critical thought and reflection enhance the development of autonomy and empowerment for personal and professional growth.

Curriculum Outcomes – Essentials of Baccalaureate Education

Elements addressed in the BSU Nursing Program include:

1. Liberal Education for Baccalaureate Generalist Nursing Practice
   - A solid base in liberal education provides the cornerstone for the practice and education of nurses.

2. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
   - Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

3. Scholarship for Evidence Based Practice
- Professional nursing practice is grounded in the translation of current evidence into one’s practice.

4. **Information Management and Application of Patient Care Technology**  
   - Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

5. **Health Care Policy, Finance, and Regulatory Environments**  
   - Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

6. **Interprofessional Communication and Collaboration for Improving Patient Health Outcomes**  
   - Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

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

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

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

Established: 1983  
Revised: 5/94, 2/95, 3/8/07; 9/18/09; 7/5/11  
Reviewed: 1/26/90; 5/29/90; 10/94; 7/01; 11/1/01; 12/6/01, 2/14/02, 2/28/02, 4/25/02, 2/17/05; 7/5/11; 4/13; 4/14, 3/16, 4/17

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**Shared Governance**

The Department of Nursing uses a shared governance committee structure for decision making, program evaluation and establishment of mission and policies.

Students are an important part of shared governance. Their input and feedback provide the department with valuable information that contributes to a better program.

Department of Nursing committees meet approximately once per month. All regular department faculty meetings are open, except those at which personnel or students are discussed. Students are welcome to attend, present at, or participate in discussions at all regular department faculty meetings and standing committee meetings.

Students anticipating enrollment or currently enrolled in the nursing major may communicate
concerns and requests in writing to the appropriate committee chairperson or to the Chief Nursing Administrator (CNA). Special requests or presentations shall be communicated in writing to the committee chairperson for placement on the agenda. The schedule of regular meetings will be posted in advance of each semester.

**Department Standing Committees**
The Department of Nursing standing committees are: Curriculum Committee; Student Admission, Progression, and Concerns Committee; Student Appeals and Grievance Committee, Academic Resources Committee; Faculty and Budget Committee; Nursing Department Chairs Committee; and the Student Input Forum.

The **Curriculum Committee** functions, in conjunction with faculty and within the parameters of institutional policies, to determine elements related to the curricula including course content, evaluation, and prerequisites.

The **Student Admission, Progression, and Concerns Committee** determines policies regarding admission, progression, graduation, student advisement, retention, and concerns.

The **Student Appeals and Grievance Committee** makes decisions about individual student appeals.

The **Academic Resources Committee** determines student resource needs, faculty and support staff resource needs, and program administration needs, as well as resource and space utilization, e.g., space, equipment, library, software, laboratory, and clinical facilities.

The **Faculty and Budget Committee** determines policies regarding departmental function, faculty and staff needs, and general program operations.

The **Nursing Department Chairs Committee** is made up of all the standing committee chairs and the CNA.

**Student Input Forums** function to provide a communication and evaluation link between students and faculty. Student Input Forums will be scheduled annually. They will be open forums to allow students to provide input into all areas of the nursing programs. The CNA will schedule and facilitate the forums. These forums serve in an advisory capacity. Matters relating to the students will be brought before the students for their input and recommendations.

Established: 12/87
Revised: 5/19/88, 6/15/90, 2/23/95, 3/30/95, 5/95, 11/8/01, 8/20/02, 2/9/06, 8/07, 2/12/10, 5/2013, 5/16, 5/17
Admission, Progression & Retention

Admission

Formal admission is required for the baccalaureate nursing major and is separate from admission to Bemidji State University. Admission procedures differ between the 4-Year Track and RN-BS Track and are explained in detail on the department website: http://www.bemidjistate.edu/academics/departments/nursing/apply/.

Students wishing to apply to the program a second time must complete a new application. Students will only be allowed to apply to the nursing major twice.

Revised 6/17

Advising

1. Students are assigned faculty advisors after admission to the major. Advisee-advisor assignments are posted on the BSU portal and are listed at the top of the Interactive Degree Audit Report (DARS).

2. Advisees may request an advisor change at any time by completing the written request form provided by the Advising Success Center.

3. The faculty advising role focuses on assisting the student with academic advising. Students are encouraged to meet with advisors for academic planning and registration. It is the student’s responsibility to initiate meetings with the advisor. It is the advisor’s responsibility to lend support and guidance as requested.

4. Other university support services are available through referral and provide information concerning resources to students.

5. Students are required to meet the BSU Liberal Education requirements (see the BSU Undergraduate Catalog) in order to graduate, or they may transfer in an AA degree or complete the Minnesota Transfer Curriculum through another educational institution. The liberal education requirements are very specific. Therefore, students should be sure to only select classes that are listed as options for the applicable goal areas.

6. The course and credit requirements for the nursing major are described in the BSU Undergraduate Catalog. It is the student’s responsibility to read the Catalog and be familiar with all the requirements.

7. Graduation requirements may be found at the BSU Records and Registration website.
Academic Evaluation of Nursing Courses

Grading Standard within Courses
1. The Department of Nursing grading standard is as follows:

   90-100 = A  
   80-89  = B  
   70-79  = C  
   60-69  = D  
   <60   = F

Note: The Department of Nursing does not use plus and minus grades.

2. The grading standard will be included in every syllabus within the evaluation section.

3. The professor reserves the right to lower grades when assignments are submitted late. Unusual circumstances will be taken into consideration.

4. Students who pass an assignment will not be allowed to repeat the assignment for a better grade.

5. Students who earn less than a “C” on an assignment may be allowed to redo the assignment if the faculty member permits. Students who are allowed to repeat assignments will receive a grade no higher than a “C” on that assignment.

6. Courses in the 4-Year Track may follow the following grading policy for course exams/quizzes:
   - Students must earn a “C” (70%) or better in the cumulative score of exams in order to pass the course. The cumulative score of the exams will not be rounded up. If the cumulative score for the exams is a “D” or “F” that is the grade for the course.
   - If the cumulative exam score of 70% is achieved, homework, quizzes, and other graded assignments will be included.
   - Exam, homework, quizzes, and graded assignments will be the percentage achieved. Rounding is not done.

Incompletes
7. All course assignments must be completed to receive a final grade. An incomplete will be given only when the student has made a request to the professor prior to the end of the semester. NOTE: Prerequisite courses must be completed prior to beginning courses the next semester. This policy supersedes the BSU policy for incompletes.

Progression
8. After being admitted into the nursing program, all nursing courses must be passed with a minimum of 70% or “C”.

9. A student who fails or withdraws from a course may repeat the course once. Nursing courses may be attempted no more than two times and no more than two courses may be repeated. A second experience of receiving a grade less than “C” in a nursing course (the same or different course) will result in dismissal from the nursing program. For the purposes of this policy, a “W” is treated as a grade less than “C”.

10. Nursing courses are taken in a sequence in which prior learning serves as a basis for continued learning. If a student fails a course in the 4-Year Track program, the student must repeat the failed course prior to progressing. For example, a student who fails
Adult/Gerian theory (NRSG 3001) or practicum (NRSG 3003) must successfully complete both Adult/Gerian courses before enrolling in The Childbearing Family (NRSG 3202). In the RN-BS program, Concepts of Professional Nursing (NRSG 3100) must be successfully completed as a pre- or corequisite in order to progress in the program.

Revised 5/14, 5/15, 5/16, 6/17

<table>
<thead>
<tr>
<th>Appeal Process (revisions pending)</th>
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<td>Discuss the appeal with the appropriate course faculty.</td>
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A learner will be allowed to appeal based only on; (a) the evidence presented did not support the decision, (b) there is new information that wasn’t considered in the case, or (c) the sanctions were not justified by the nature of the offense(s). This is in alignment with Minnesota State policy.

A Learner Appeal Form is required and should be emailed to a Student Admission, Progression and Concerns Committee (SAPC) member. This form can be found at the Bemidji Department of Nursing website on the Student Resource Manual page. The request will include; (a) description of the request in 500 words or less, (b) justification for the request, and (c) any documentation necessary to support the justification (catalog description, course content, resource manual/handbook, Department of Nursing website, etc.).

The Learner Appeal Form must be submitted within the first 6 weeks after receiving the decision, allowing 6 weeks for a response from the committee.

Appeals filed during summer session will be reviewed as determined necessary by SAPC chair.

A review of the appeals will occur at the next scheduled meeting after the appeal has been formally filed. Students will be emailed the date and time of the meeting. Students will have 48 hours to either state they will accept or decline attendance at the meeting. In the event a student chooses to attend the meeting, they will have five minutes during the meeting to present their appeal. The student will receive a formal letter describing the decision of the committee. The faculty and student advisor involved in the appeal and the Dean will receive a copy of the committee’s decision.

If the student still has concerns regarding their appeal after the SAG committee has made its appeal decision, it is then the student’s responsibility to follow the appropriate University petition process: [http://www.bemidjistate.edu/offices/president/policies/](http://www.bemidjistate.edu/offices/president/policies/).
**Attendance**

Attendance (on campus and online) is required. Responsibility lies with the student to communicate with the course instructor regarding absences. Individual consequences for missed classes are at the instructor’s discretion. Refer to individual course syllabi for course specifics.

**Changes in Contact Information**

Students must submit any changes in name, address, phone number and email address to the Department of Nursing and the Records Office.

**Computer Requirements**

1. All RN-BS students must have access to a computer and high-speed internet.
2. All 4-Year Track students are required to have a laptop computer and a minimum 8 GB hand-held device.
3. Further University IT recommendations and resources are listed here: [http://www.bemidjistate.edu/offices/its/hardware-software/techrecommendations/](http://www.bemidjistate.edu/offices/its/hardware-software/techrecommendations/).

**Course Substitution/Transfer Equivalency**

Course substitutions are only permitted for non-nursing courses. Requests for course substitution and transfer equivalency will be processed according to the BSU process: [http://www.bemidjistate.edu/mybsu/degrees/course-substitutions/](http://www.bemidjistate.edu/mybsu/degrees/course-substitutions/).

Requests for course substitution must be submitted and processed a minimum of one semester prior to the course offering. It is the student’s responsibility to discuss any anticipated requests with his/her advisor.

Revised 6/17

**Continuing and Discontinuing Enrollment**

RN-BS students may enroll in the nursing major on a part-time or full-time basis; part-time students are encouraged to work with their advisors on a course progression schedule. To complete the program, all required nursing courses must be completed within five years of taking the first required NRSG course.

Students not continuing enrollment in nursing courses, other than by dismissal, are requested to communicate with their advisors about their decision and to discuss plans for returning to the program.

Revised 5/16, 6/17
Critical Standards

The following are considered to be critical standards, in addition to satisfactory academic achievement, within the program:

1. The Department of Nursing and affiliated agency policies, procedures, and communication protocols are followed.
2. Critical incidents are recognized and reported to appropriate agency personnel and departmental faculty.
3. The confidentiality of client records and situations is appropriately maintained.
4. Students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. The most current *Publication Manual of the American Psychological Association (APA)* serves as the format for all papers assigned in the BSU Department of Nursing. Any form of academic dishonesty (e.g., plagiarism, cheating, misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part or all of a course, as well as suspension from the University.
5. The student’s physical and emotional health, conduct, values, and attitudes must not threaten the safety or welfare of self, clients, students, or others within the department and affiliated agencies.
6. Nursing practice is conducted safely within the scope of practice as established by the Minnesota Board of Nursing.
7. All students will follow Code of Ethics for Nurses:
   a. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
   b. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
   c. The nurse promotes, advocates for and strives to protect the health, safety and rights of the patient.
   d. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
   e. The nurse owes the same duties to self as others, including the responsibility to preserve integrity and safety, to maintain competence and to continue personal and professional growth.
   f. The nurse participates in establishing, maintaining and improving healthcare environments and conditions of employment conducive to the provision of quality healthcare and consistent with the values of the profession through individual and collective action.
   g. The nurse participates in the advancement of the profession through contributions to practice, education, administration and knowledge development.
   h. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
   i. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice and for shaping social policy.

8. It is the responsibility of the student to choose behavior conducive to learning by being prepared, prompt, attentive, and courteous in the classroom and by conforming to policies set by the faculty to maintain an academic decorum. The Bemidji State University Student Code of Conduct will be closely adhered to by the department. All students and faculty are expected to treat everyone with respect and can expect to be treated courteously by others.

Failure to meet these standards will result in review by the Student Admission, Progression and Concerns Committee and may constitute immediate withdrawal from a course, and/or a failure in a course, and/or dismissal from the major.

Revised 5/14, 5/16
Reviewed 6/17

Departmental Student Records

An advisory folder for each student is initiated upon acceptance into the nursing program. Files for current 4-Year Track students are maintained in the Department of Nursing; files for current RN-BS Track students are maintained in the Center for Extended Learning.

While the student is actively enrolled in the nursing major, the following are maintained digitally, either in the student file or in the clinical eligibility tracking software:

1. Letters regarding admission status
2. Background study notification letters (4-Year Track)
3. Evidence of current immunization records (4-Year Track)
4. Miscellaneous correspondence related to academic status, appeals, awards, or recommendations
5. Disciplinary forms

After graduation, the student folder will be maintained for a minimum of two years before being destroyed. A cumulative record of graduate contact information will be maintained by the department to facilitate contact with alumni. Aggregate data will also be maintained for the purpose of program evaluation and other such activities. Permanent transcripts are maintained in the Records Office.

Student Advisory Folder Procedures

1. Hard copy student folders will be maintained in a supervised area in a file cabinet accessed only by faculty and staff (hard copy files are being phased out). Digital student folders will exist on the BSU server (J: drive) in a location accessible only to faculty and staff.
2. Student folders are to be accessed/used only within the supervised department area.
3. If a student wishes to review his/her departmental folder, it will be secured from and reviewed in the presence of the department administrative assistant or faculty and returned for filing.
4. Items listed above may be placed in the student folder by the departmental staff/faculty. Students may submit records of honors, awards, published articles, and other such items to their faculty advisor for inclusion in the student file.
5. A student may review his/her student folder and appeal to the Student Admission, Progression, and Concerns Committee for removal of items considered to be inaccurate, misleading, or otherwise in violation of privacy or other rights. If the appeal fails, the student has the right to add a written rebuttal to the record and/or
proceed through the grievance procedure as described in the BSU Student Handbook.

6. Student coursework is maintained in faculty offices for two years, after which time it will be destroyed. Such material may be available upon request to faculty.

Revised 2/06, 5/14, 5/16, 6/17

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**Exposure/Injury Protocol**

Students who are injured while participating in classes or other activities on campus should follow the procedures suggested by Student Health and Counseling and the office of Environmental Health and Safety.

**Universal blood and body substance precautions and blood-borne pathogens**

Information will be posted in the nursing lab and provided to students through course materials.

Students participating in off-campus clinical learning experiences will follow individual agency protocols. For example, if a nursing student is participating in a clinical experience at the Boys and Girls Club and sustains an injury, the Boys and Girls club policy will be followed. Neither the clinical agency nor BSU will be responsible for medical costs.

Established: 6/17

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**Malpractice Policy/Procedure**

Student malpractice insurance coverage for practice in clinical areas will be automatically provided by the University and paid for with differential tuition. This insurance is to cover situations pertaining to injury of others.

Revised 5/15

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**Plagiarism/Academic Dishonesty**

Students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. The most current *Publication Manual of the American Psychological Association (APA)* serves as the format for all papers assigned in the BSU Department of Nursing.

Any form of academic dishonesty may result in disciplinary action including: a Documentation of Unprofessional Behavior/Practice form filed and reviewed by the Student Admission, Progressions and Concerns committee and BSU Conduct Officer; failure of the assignment or project; failure of the course; and/or expulsion from the University.

The following definitions and examples are provided to help students determine what will be considered academic dishonesty/plagiarism and how to avoid it:

- **Plagiarism:** submitting coursework as one’s own that includes words, thoughts and ideas from another author without proper citation (author, date, page number). Direct quotes must include quotation marks in addition to proper citation.
• Paraphrasing: rewording an author’s words, thoughts and ideas to demonstrate individual perspective and understanding. The author is acknowledged for his/her original words, thoughts, and ideas through proper citation.

Other instances of academic dishonesty include, but are not limited to, giving or receiving unauthorized assistance on an examination; unauthorized collaboration on individual assignments; providing false information (e.g., family emergency, death or illness) to obtain an extension or exemption from an assignment; or any act designed to provide a student with an unfair advantage or the attempt to commit such acts.

Examples:
1. Working with one or more other students on an individual assignment and submitting the work as your own.
2. Submitting the work of others as your own.
3. Submitting the work of others as your own with minimal changes.
4. Submitting others’ work, in part or whole, without quotation marks, adequate paraphrasing, or proper citation.
5. Submitting the same work, in part or whole, for more than one course without both instructors’ approval, or with only minimal revisions to the original work that has already received credit and submitting again as new work.
6. Taking an examination for another person.

Established: 5/16
Revised: 6/17

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**Prerequisites within the Nursing Program**

Several courses in the nursing curriculum are sequentially arranged. Progression to selected courses is based on successful completion (grade of “C” or better) of listed prerequisite courses.

A student who fails or withdraws from a course that is a prerequisite for a course in the following semester must stop out of the program until the needed course is available. This policy supersedes the BSU policy for incompletes.

Students seeking an alteration in the progression of courses and/or requirements in the nursing program should follow the appeal process described elsewhere in this document.

Revised 6/17

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**Program Evaluation**

1. Students are requested to participate in individual course and program evaluations at various intervals. Evaluation surveys and procedures are provided by the department.
2. Periodically, permission will be sought from individuals to make copies of course assignments for program evaluation.
Retention in the Major

The Department of Nursing reserves the right of retaining in the major only those students who, in the judgment of the departmental faculty, satisfy requirements of scholarship, behavior, and health characteristics suitable for the profession.

Scholarships

Several scholarships are available for students who have been accepted into the nursing program. Applications are due in February each year for the following school year. Details about each scholarship and the application process can be found on the Department of Nursing website: [http://www.bemidjistate.edu/academics/departments/nursing/scholarships/](http://www.bemidjistate.edu/academics/departments/nursing/scholarships/).

Social Media Policy

I. Policy

It is the policy of Bemidji State University Department of Nursing and affiliates to manage social media as an extension of marketing and communications on behalf of BSU entities. BSU respects the right of students/staff to participate in social media; however, the business needs of the BSU entities must be served while also maintaining their corporate identity, integrity, and reputation in a manner consistent with BSU’s mission, core values, policies, and applicable laws. BSU entities will investigate alleged violations of the policy and impose corrective action on the student/staff who fail to comply with state or federal laws or with organizational policies, standards, guidelines or procedures related to the use of social media.

II. Scope

This policy applies to BSU nursing students and staff when using social media while at work, home, campus, or anywhere when the student/staff’s affiliation with BSU, clinical or capstone site is identified, known or presumed.

III. Purpose

The purpose of this social media policy is to assist students/staff in understanding how social media applies to their BSU affiliation and their responsibilities when communicating through these methods.

IV. Definitions

1. **Social Media:** is primarily internet- and/or mobile-based methods of networking using web/mobile-based tools to communicate widely, quickly and easily for the purpose of sharing information and communicating with others. Such as, but not limited to:
   a. Facebook
   b. Twitter
   c. Myspace
   d. Texting
   e. Skype
2. **Protected Health Information (PHI):** is any identifiable health information, including demographic information that contains:
   a. Past, present or future physical/mental health or condition of an individual
   b. Past, present or future payment for and individuals healthcare
   c. Identifies the individual, OR there is reasonable basis to believe the information can be used to identify the individual

3. **When Using Social Media**
   a. Students/staff using social media shall not:
      - Disclose BSU entities’, patients’, or affiliates’ confidential information or PHI
      - Disclose location, facility type, or any demographic identifier of clinical or capstone.
   b. When using social media the student/staff will not express or represent his/her views as those of BSU unless he/she has been authorized to do so.
   c. Students/staff photographing any individuals (patients, family, staff as example but not limited to) or physical structures must obtain written authorization from BSU or affiliates.
   d. When using social media, the student must comply with all other policies and procedures of BSU and the Department of Nursing.

4. **Compliance**
   a. Students/staff shall receive notice of this policy at the beginning of each semester and may receive periodic education on its application and use.
   b. In accordance with federal and state laws, regulations, and BSU entity-related policies, BSU reserves the right to monitor student/staff social media activities and maintain detailed reports of social media usage.
   c. Students/staff found violating this policy may be subjected to corrective disciplinary action including but not limited to expulsion from BSU, criminal prosecution, or additional liability associated with other legal actions.
   d. Alleged violations require immediate reporting to the direct supervisor, BSU nursing department chair, and/or the affiliate’s human resources and risk management.
   e. All violations will be investigated collaboratively with appropriate staff and legal officials to determine appropriate corrective and disciplinary action, up to and including expulsion.
4-Year Track

Admission to 4-Year Track

Admission to BSU
Students must be admitted to Bemidji State University prior to applying for admission to the nursing major. Official transcripts of credits transferred from other post-secondary schools must be available in the BSU Admissions Office by September 15 to be considered for admittance to the nursing major.

Application to Nursing Major
Admission to the University does not grant admission to the nursing program. All students must apply and be accepted to the nursing program before they may begin the sequence of professional nursing courses. Details about the application procedure and a link to the online application can be found on the Department of Nursing website: http://www.bemidjistate.edu/academics/departments/nursing/apply/4-year/.

Admission to Major
Applicants should be aware that because the size of each entering class is limited, admission to the nursing program is competitive. Admission is dependent on the number of applications and evidence of meeting the requirements described on the website and in the 4-Year Track Application Instructions.

Acceptance Process
The Department of Nursing will begin reviewing applications after the September 15 deadline. The standardized entrance exam will be facilitated by the department. The Admissions Committee will notify students of their status after all qualified applicants have completed the admissions process.

Established: 3/07
Revised: 4/09, 4/13, 5/14, 5/16, 6/17

Background Study
Minnesota law requires that any person who provides services that involve direct contact with patients and residents at a facility licensed by the Minnesota Department of Health have a background study conducted by the state. An individual who is disqualified from having direct patient contact as a result of the background study, and whose disqualification is not set aside by the Commissioner of Health, will not be permitted to participate in a clinical placement in a Minnesota licensed facility. Failure to participate in a clinical placement required by the academic program could result in ineligibility to qualify for a degree.

A student who is disqualified for unsupervised provision of care as a result of a background study may request the Commissioner of Health to reconsider the disqualification. Individuals who request reconsideration are responsible for handling this step on their own.

If a person who is disqualified chooses not to request reconsideration, or the request is denied, the disqualification becomes final and the person cannot be placed in a clinical setting that involves direct contact with patients. If such a placement is part of the academic requirement for a student’s program, the student will be unable to fulfill the academic
requirements to successfully complete the program.

4-Year Track students are required to complete the DHS NetStudy 2.0 online background study, including fingerprinting at an authorized facility, in order to maintain their enrollment in the Nursing program. The department covers the cost of the DHS study, but students are responsible for covering the fingerprinting cost. Results of the study are sent to the student and must be uploaded to the clinical eligibility tracking system.

4-Year Track students are also required to complete federal background studies through the approved vendor. International students or residents of Canada will complete the appropriate study in place of the federal study. Students are responsible for payment of the federal and international background studies. Results of the study are sent to the student and must be uploaded to the clinical eligibility tracking system.

Students must also complete a release of information form, giving the BSU Department of Nursing permission to share the results of the studies if requested by the clinical agencies to which they have been assigned.

Revised: 6/17

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**Clinical Eligibility**

To establish clinical eligibility, all students admitted to the 4-Year Track Program must submit the following documentation to the department’s clinical eligibility tracking system:

1. State and federal background study results
2. Current immunization records
3. Current CPR card
4. Proof of nursing assistant coursework
5. Any and all paperwork required by the faculty or clinical facilities

Newly-admitted students without the required documentation on file by the deadline set by the department will be dropped and not permitted to begin the program. Failure to maintain clinical eligibility documentation throughout the program may result in inability to progress in the program.

Clinical sites may have additional eligibility requirements specific to their facilities, which students must meet in addition to those listed above.

Revised: 5/16, 5/17

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**Clinicals/Practicums**

1. Practicum hours are calculated at two clinical/practicum hours per credit hour. For instance, a one-credit course entails 15 hours of class time. Thus, a one-credit practicum course would entail 30 hours of practicum experience.
2. All students must have current, approved background studies to have direct patient contact in their practicums. Clinical assignments will be contingent upon verification of these requirements, and lack of such verification will prevent the student from beginning, remaining involved, and/or completing a course.
3. Clothing worn by students for clinical/practicum experience is to be in accordance with the respective agency policies (see “Dress Code for Clinicals/Practicums”).
4. Name badges provided by the department are to be worn by the student during clinical/practicum experiences.
5. Students are responsible for their own transportation and auto insurance affiliated with clinical/practicum experiences.
6. Clinical/practicum experiences associated with the program are not conducted during a student’s scheduled time of employment.
7. In case of non-urgent and urgent/emergency messages or needs, the course policy for notification procedures should be followed.
8. Formal contracts are required between the BSU Department of Nursing and agencies where students conduct their clinical/practicums.
9. Faculty reserve the right to make final decisions regarding clinical placement in clinical/practicum courses.
10. Students identify when assistance or further preparation is needed prior to engaging in practicum experiences, refrain from participating in nursing practicum activities for which one is not adequately prepared, and seek consultation from faculty and/or agency personnel.

## Dress Code for Clinicals/Practicums

This code reflects professional student attire during practicum, while obtaining assignments, and while participating in other activities where the student is representing Bemidji State University Department of Nursing.

### Hospital

- Selected green BSU scrub top with black uniform pants; must be clean and free of wrinkles.
- Clean, white, crewneck t-shirt under scrub top
- Green scrub jacket optional
- All-white or black leather shoes and hose/socks; no open-toe or open-heel (slingbacks)
- BSU name badge (worn above the waist) required

### Community

- Selected BSU polo shirt with navy, black, or khaki pants (no jeans)
- Clean, closed-toe/heel shoes and socks/hose
- Navy or black sweater optional
- BSU name badge (worn above the waist) required

### Obtaining Assignment from Hospital

- BSU scrub top with slacks/skirt (no jeans, shorts, or capris)
- Shoes and hose/socks (no tennis shoes, open-toe shoes, sandals, or flip-flops)

### Nails

- No acrylics or gel nails
- Extending no longer than ¼ inch past fingertips
- If permitted in clinical area, clear or pale-colored nail polish only

### Jewelry

- Jewelry (piercing/jewelry) should be conservative and appropriate. Jewelry that may be offensive to patients, family members, guests of patients, and/or other customers or employees is not allowed. Examples of inappropriate jewelry include anything of an obscene or sexual nature and/or anything that may be construed to be discriminatory against any sex, race, ethnic background or religion. Examples of
inappropriate piercing/jewelry include facial jewelry, large ear jewelry (plugs/gauges) or excessive pieces of ear jewelry per ear.

- Facial and oral jewelry must be removed (clear spacer may be used).
- Other body piercings that cannot be concealed should be removed.
- Plugs/gauges should be concealed, covered with tape, or a solid plug/gauge should be worn.

Hair
- Off the face, neatly styled
- Pulled back off collar if hangs below
- Hair ornaments should be neutral in color

Facial Hair
- Neatly trimmed moustaches and/or beards

Tattoos
- All efforts must be made to conceal tattoos that contain language or content which could be offensive. Body art (tattoos) that may be offensive to patients, family members, guests of patients, and/or other customers or employees is not allowed to be visible. Offensive body art may be covered with clothing or tape. Examples of inappropriate tattoos include anything of an obscene or sexual nature and/or anything that may be construed to be discriminatory against any sex, race, ethnic background or religion.

Miscellaneous
- Shirts need to be long enough not to reveal bare skin during expected activities.
- Shoes should be limited to the closed-toe/heel type; no sandals, flip-flops, or sling-backs.
- Garments worn under the BSU polo shirt should be white and short-sleeved.

Revised: 5/16, 6/17

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**Course Policies**

1. **Attendance:**
   a. Attendance, course readings and completion of all course assignments is mandatory. Active and relevant participation is expected by all to make the course a success.
   b. If a student is ill or needs to miss class, it is the student’s responsibility to contact the instructor prior to class time to notify them of the absence. Prenotification of an absence is required in order to be able to make up missed content/activities. The ability to make up missed assignments will be handled by the individual instructor on a case-by-case basis.

2. **Readings, case studies, and assigned video reviews** are expected to be completed prior to class time to allow for thorough coverage of the topic.

3. **Students are expected to check email daily as well as the D2L Brightspace course site for any class updates or postings.** Many course materials will be provided in D2L for printing rather than as handouts in class. Be sure to check the site prior to class.

4. **Test information and review:**
   a. No individual review of tests will be allowed with the exception of students who receive a failing score of lower than 70% on any exam. There will be no review of the final exam for any reason.
   b. Item analysis will be completed by the instructors and addressed with the class as determined by the instructors.
c. Class time will not be designated for test item discussions. Any questions regarding individual test items should be submitted via email to the instructor.

d. Students will be assigned nationally-normed proctored tests as appropriate. Expectations for performance will be outlined in the course syllabus.

5. It is the policy of BSU that administrative electronic mail communications between the University and University students shall be done using **University-assigned electronic mail addresses**. It shall be the responsibility of each student to monitor the University-assigned electronic mail account for communications from the University. Students may expect a response from faculty within 48 hours during the workweek but should not expect faculty responses during weekends.

6. Students are responsible for all information posted in the D2L Brightspace course site, announced in class, and/or Bemidji State University email.

7. Students are expected to take all exams on the dates and times scheduled. If an emergency situation arises preventing a student from taking the exam, the student must notify the faculty member prior to the exam time to receive full credit. Make-up exams will not be given unless the student has made arrangements with the instructor prior to the time of the scheduled examination. An alternate make-up exam may be given. At the discretion of the faculty member, the student may also be required to provide validation for the absence.

8. If a student arrives late for an examination, she/he will be given only the remaining allotted time to complete the examination.

9. Announced and unannounced quizzes will be given at the discretion of the instructor. **There will be no make-up quizzes.**

10. Written assignments are due at the time and date specified. All course assignments must be completed to pass the course.

11. When group activities are assigned, all members of the group are expected to contribute equally to the end product. When a student fails to participate as an equal member, the other members of the group may choose to dismiss the nonparticipating member. Before dismissing the student, the members of the group must inform the instructor responsible for the assignment. The group members are responsible for dismissing the nonparticipating member. The dismissed member is responsible for contacting the instructor and may be allowed to complete an equal assignment at the discretion of the instructor.

12. Any student who, because of a disability, may require special arrangements in order to complete course requirements should contact the instructor as soon as possible in order to make the necessary accommodations.

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### HESI Remediation Policy

HESI resources will be used to supplement the nursing curriculum. Practice and proctored tests will be used consistently to assess and improve student knowledge.

Following HESI specialty and exit exams, students are required to remediate and the remediation requirements are dependent on each individual student’s HESI score for each exam. HESI exam scores can be indicative of the student’s level of risk for success in the program and with the NCLEX exam. Students with lower HESI scores require more intense remediation.

All students will complete remediation according to the plan below. Students who do not achieve a 70 conversion score for their HESI specialty exam or an 850 score in the exit exam
must complete a remediation plan and then complete the remediation specified in the contract. Students receive their HESI exam reports and correlating online remediation within 48 hours of the exam being closed. From their HESI exam student report, students can develop their personal plan for remediation. Students will follow the specific activities they will complete, based on the remediation policy of the BSU Nursing Program in order to understand their missed concepts/content. Students will complete the remediation plan and notify faculty when the remediation is complete by submitting to their course D2L dropbox a report generated through their HESI accounts. Remediation must be completed 24 hours prior to the scheduled second exam and faculty must be notified of the completion.

Students will not be eligible for admission into the second version of the HESI specialty exam or exit exam unless they complete the specified remediation activities. Depending on the date of the second HESI proctored exam, students have approximately four days to develop their plans, complete these remediation requirements, and submit the completed contract. Students must complete the work on their own and sharing of information or working with other students is considered academic dishonesty and can lead to student dismissal.

Student remediation plans based on HESI scores are as follows:*

| HESI score | 1. Complete online remediation provided in HESI Student Access specific to the exam. A minimum of two hours of study is required.**  
|           | 2. Develop two, 10-question custom quizzes in Adaptive Quizzing two content area of weakness based on your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved.*** |
| HESI Score | 800-899 |
| 700-799    | 1. Complete online remediation provided in HESI Student Access specific to the exam. A minimum of four hours of study is required.**  
|           | 2. Develop three, 10-question custom quizzes in Adaptive Quizzing three content area of weakness based on your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved.*** |
| 600-699    | 1. Complete online remediation provided in HESI Student Access specific to the exam. A minimum of six hours is required.**  
|           | 2. Develop four, 10-question custom quizzes in Adaptive Quizzing four content area of weakness based on your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved.*** |
| 699 or below | 1. Complete online remediation provided in HESI Student Access specific to the exam. A minimum of six hours is required.**  
|           | 2. Develop five, 10-question custom quizzes in Adaptive Quizzing four content area of weakness based on your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved.*** |
*Student can develop additional forms of remediation that are subject to faculty approval (document how this completion of remediation will be determined).

**Student must be logged into their HESI Student Access account and the online test specific remediation content for the number of hours specified. *Don’t print and log out* of HESI remediation to study. Time spent in remediation content is monitored and student can break up the required remediation hours into multiple sessions.

***When using Adaptive Quizzing as remediation after HESI exams, use Custom Exams and not Mastery Exams. Additionally it is advised that only one content area be selected for each weakness area (as opposed to combining multiple topic areas into a quiz with more questions).

Established: 12/16
RN-BS Track

Admission to RN to Baccalaureate Program

Admission to BSU
Students must be admitted to Bemidji State University prior to applying for admission to the nursing major. Any liberal education goal areas may be, but are not required to be, completed prior to admission to the nursing program.

Application to Nursing Major
Admission to the nursing major is a separate process from admission to Bemidji State University and is on a first-come, first-served basis. Details about the admission requirements and a link to the online application can be found on the Department of Nursing website: http://www.bemidjistate.edu/academics/departments/nursing/apply/rntobs/.

Transfer Credits
Applicants will receive transfer evaluations from the Admission’s Office once they have been admitted to BSU. The completion of a bachelor’s degree at BSU requires the completion of the BSU liberal education requirements or the MN transfer curriculum.

Admission Review
The Department of Nursing works with Extended Learning to determine the admission status of applicants to the RN-BS nursing major.

Admission Status
1. Applicants who meet all admission requirements will be admitted with regular status.
2. Applicants who are in the process of completing an AS/AA/AD nursing program or are awaiting licensure results may be admitted with provisional status. If a final transcript or licensure status indicates the applicant has not met the admission requirements, provisional status will be withdrawn. The applicant will not be considered as admitted to the program and will not be permitted to continue with enrollment in nursing courses without a current, unencumbered RN license. Enrollment in courses outside of the nursing major, however, may proceed.
3. Once a cohort has reached full enrollment, applicants may be placed on a waitlist.
4. Admitted students who do not complete registration for the fall semester, or who drop all classes during the drop-add period, will not be considered to have started the program and their application status will be changed to cancelled. Should those persons desire to start the program in a later semester, it will be necessary to repeat the admission procedures.

Admission Notification
1. The Office of Admissions will notify applicants of their admission to BSU.
2. The Center for Extended Learning will notify applicants of their admission status to the baccalaureate nursing major.
3. Individuals admitted to the nursing major will be enrolled in the mandatory D2L Brightspace Nursing Program Orientation course and are encouraged to attend on-campus orientation provided by the Department of Nursing, usually scheduled during the first on-campus class day.

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4. **Admitted students are required to register for fall classes by August 1.** Seats in the nursing classes will not be held for admitted students after that date and will be given to others on the waitlist.

Rev. 3/91; 12/92; 11/94; 7/95; 4/97; 1/98; 2/99; 11/99; 5/01, 3/02, 2/06, 4/13, 5/14, 5/16, 6/17

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**General Program Information**

**Registration for Courses**
Online registration is accomplished using e-Services, available through MyBSU. After the initial semester, registration may require an access code, which students must obtain from their advisors.

**Course Scheduling in the Department**
Courses are conducted in an on-campus/online blended format, with 3-4 class days each semester being held on campus, which students are required to attend. On-campus days are listed in the notes of each course, which can be found on the BSU website [http://www.bemidjistate.edu/academics/schedule/](http://www.bemidjistate.edu/academics/schedule/).

**Library and Computer Resources**
The Bemidji State University library is open during the day, evenings and weekends. Distance students are entitled to full use of library resources. Students have off-campus access to library resources via the library home page: [http://www.bemidjistate.edu/library/](http://www.bemidjistate.edu/library/). All BSU students also have access to free Microsoft Office through Office 365, which can be found linked at the top of the BSU email homepage.

**Departmental Advising**
Once students are admitted to the program, they are assigned a nursing faculty advisor who can help plan an individual’s academic program.

**Communication**
It is the policy of BSU that administrative electronic mail communications between the University and University students shall be done using University-assigned electronic mail addresses. It shall be the responsibility of each student to monitor the University-assigned electronic mail account for communications from the University. Students can expect a response from faculty within 48 hours during the workweek but should not expect faculty responses during weekends.

Revised: 5/16, 6/17

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**Clinicals/Practicums**

1. It is important to note that enrollment in practicum courses will require time other than the scheduled class day.
2. Students in the RN-BS Track Program must maintain an unencumbered RN license.
3. Clothing worn by students for practicum experience is to be in accordance with the respective agency policies.
4. Students are responsible for their own transportation and auto insurance affiliated with practicum experiences.
5. Practicum experiences associated with the program will not be conducted during a student’s scheduled time of employment.
6. Formal contracts are required between the BSU Department of Nursing and agencies if students have a clinical assignment at that location.

7. Faculty reserve the right to make final decisions regarding clinical placement in clinical/practicum courses.

8. Students identify when assistance or further preparation is needed prior to engaging in practicum experiences, refrain from participating in nursing practicum activities for which one is not adequately prepared, and seek consultation from faculty and/or agency personnel.

Revised: 5/16
# Appendices
## Appendix A: Baccalaureate Essentials Assignment Table: 4-Year Track

<table>
<thead>
<tr>
<th>Essential</th>
<th>Course to demonstrate 4-year track</th>
<th>Assignment descriptions 4-year track</th>
<th>Standard (expected outcome)</th>
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</thead>
</table>
| Essential I  
Liberal Education for Baccalaureate Generalist Nursing Practice  
A solid base in liberal education provides the cornerstone for the practice and education of nurses. | 3000 Elements of Scholarly Practice | WebQuest essay assignment  
1. Evaluate information on the Internet; evaluate a website for quality, accessibility, currency, and relevancy.  
2. Demonstrate scholarly writing skills through the completion of an essay that addresses the WebQuest activity and findings. | 80% of the students will pass the assignment with a score of 70% or above. |
| Essential II  
Basic Organizational and Systems Leadership for Quality Care and Patient Safety  
Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care. | 4200 Nursing Leadership and Management | Leadership assignment  
Students apply knowledge gained in the classroom to leadership behaviors they observe during the Role Integration Practicum experience. In an APA paper they analyze leadership behavior and outcomes observed in 3 different situations. Potential topics include: leading a team, implementing a change, participating in a quality improvement project, dealing with an error, mentor or developing another employee, delegating patient care, or supervising patient care. | 80% of the students will pass the assignment with a score of 70% or above. |
| Essential III  
Scholarship for Evidence Based Practice  
Professional nursing practice is grounded in the translation of current evidence into one’s practice. | 4100 Nursing Research | Evidence-based project  
Using the steps described in the course material, students will develop an evidence-based project based on a Nurse Sensitive Indicator from a place of employment or a clinical site. | 80% of the students will pass the assignment with a score of 70% or above. |
| Essential IV  
Information Management and Application of Patient Care Technology  
Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care. | 3003 Practicum: Adult/Gerian | Clinical evaluations  
Clinical evaluation rubric includes reference to the effective use of clinical information technology and patient care technology. (Objective #2) | 80% of the students will achieve a score of 3 or above on objective 2 each week. |
| Essential V  
Health Care Policy, Finance, and Regulatory Environments  
Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the | 4200 Nursing Leadership & Management | Health policy assignment  
1. Describe the current status of a current national health care policy issue assigned by faculty, using current, high-quality sources to support your analysis.  
2. Clearly state and support with rationale from high-quality and current sources, your position on the future of the current national health care policy issue assigned. | 80% of the students will pass the assignment with a score of 70% or above. |
<table>
<thead>
<tr>
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<tr>
<td><strong>healthcare system and thereby are important considerations in professional nursing practice.</strong></td>
<td></td>
<td>3. Draft a professional letter or email to one of your federal legislators, articulating your position and your preference for the legislator’s action. Include accurate contact information (name and email or mailing address). 4. Reflect on your role as a novice professional nurse related to influencing national health care policy. 5. Self-evaluation</td>
<td></td>
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</tbody>
</table>
| Essential VI  
**Interprofessional Communication and Collaboration for Improving Patient Health Outcomes**  
*Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.* | **3203 Practicum:** The Family  
**Interprofessional rotation journal**  
Your reflective journaling must include the clinical rotation you were assigned to and address the following topics regarding the professional nurse’s role and interprofessional communication and collaboration in that setting. The clinical reflections must be no less than 100 words each. *Give examples of what you observed when possible. Do not include client, nurse, or physician identifying information.*  
1. As you observed the professional/registered nurse’s role in this setting, what struck you as evidence of a professional level of nursing practice? 2. Describe your observations regarding the use of evidence-based practice. 3. Give some examples of dependent and independent nursing interventions you saw carried out in the department and/or how teamwork came into play. Describe how each health team member communicated and collaborated together. 4. Describe a clinical situation in this setting that posed a communication challenge. This can be between client/nurse, nurse/nurse, nurse/physician, nurse/nurse anesthetist/, physician/phlebotomist, etc. What was difficult? How was it handled? What were some effective communication techniques that were used or could have been used? 5. As a student nurse, how did you contribute to your patients’ safety and high quality care within the health care team? 6. Compare/contrast the roles and perspectives of the nursing profession with other care professionals on the healthcare team in the unit/department (i.e., scope of discipline, education and licensure requirements). | | 80% of the students will pass the assignment with a score of 70% or above. |
| Essential VII (1) | **4003**  
**Community Health assessment paper** | | |
<table>
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<tr>
<td><strong>Clinical Prevention and Population Health</strong></td>
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<td>Students complete a community-focused assessment, analysis, diagnosis, implementation and evaluation using the nursing process.</td>
<td>pass the assignment with a score of 70% or above.</td>
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<td>Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.</td>
<td>Practicum: Rural Communities/Populations</td>
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<td><strong>Essential VII (2)</strong></td>
<td>4110</td>
<td><strong>Issue/role presentation</strong>&lt;br&gt;Purpose: To conduct a review of the literature on a specific topic/issue related to community health nursing practice. Students will be able to appreciate the multiplicity of factors influencing community health nursing practice. Students will provide a presentation of a specific issue that will encourage group participation and allow students to learn from each other about the many concerns affecting community health nursing.</td>
<td>80% of the students will pass each assignment with a score of 70% or above.</td>
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<tr>
<td><strong>Clinical Prevention and Population Health</strong></td>
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<td><strong>Essential VIII</strong></td>
<td>4201</td>
<td><strong>Reflective journal assignment</strong>&lt;br&gt;The reflective journaling assignment includes the student’s SMART objectives within the Capstone rotation assigned and topics such as the professional nurse’s role, collaboration, and development of the broader theory of Benner’s Theory From Novice to Expert or another nursing theory that fits the Capstone experience within the student’s understanding of their own development during the Capstone experience.</td>
<td>80% of the students will pass the assignment with a score of 70% or above.</td>
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<td><strong>Professionalism and Professional Values</strong></td>
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<td>Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.</td>
<td>Practicum: Role Integration</td>
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<tr>
<td><strong>Essential IX (1)</strong></td>
<td>3003</td>
<td><strong>Complex case assignment</strong>&lt;br&gt;This assignment involves planning and caring for a patient in the clinical setting with the submission of written work reflecting the full nursing process. In addition, one intervention is supported with evidence from the literature and analysis of one article.</td>
<td>80% of the students will pass the assignments with a score of 70% or above.</td>
</tr>
<tr>
<td><strong>Baccalaureate Generalist Nursing Practice</strong></td>
<td></td>
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<tr>
<td>The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations</td>
<td>Practicum: Adult/Gerian</td>
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</tr>
<tr>
<td>Essential</td>
<td>Course to demonstrate 4-year track</td>
<td>Assignment descriptions 4-year track</td>
<td>Standard (expected outcome)</td>
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<tr>
<td>across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.</td>
<td>Practicum midsemester and final evaluations The clinical evaluation tool used to evaluate students reflects many of the attributes of baccalaureate generalist practice as described by this essential. Clinical evaluation points reflect students’ practice abilities.</td>
<td>80% of the students will earn at least 70% of the total clinical evaluation points.</td>
<td></td>
</tr>
<tr>
<td>Essential IX (2) Baccalaureate Generalist Nursing Practice</td>
<td>3203 Practicum: The Family</td>
<td>Family assignment Develop a specific health-promotion and teaching plan based on a family assessment, nursing diagnosis, and contributing risks or etiological factors. Practicum midsemester and final evaluations The tool used to evaluate students reflects many of the attributes of baccalaureate generalist practice as described by this essential. Clinical evaluation points reflect students’ practice abilities.</td>
<td>80% of the students will pass the assignment with a score of 70% or above. 80% of the students will earn at least 70% of the total clinical evaluation points.</td>
</tr>
<tr>
<td>Essential IX (3) Baccalaureate Generalist Nursing Practice</td>
<td>4003 Community Health Nursing</td>
<td>Community Health assessment paper Students complete a community-focused assessment, analysis, diagnosis, implementation and evaluation using the nursing process.</td>
<td>80% of the students will pass the assignment with a score of 70% or above.</td>
</tr>
</tbody>
</table>
## Appendix B: Baccalaureate Essentials Assignment Table: RN-BS Track

<table>
<thead>
<tr>
<th>Essential I</th>
<th>Essential II</th>
<th>Essential III</th>
<th>Essential IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Education for Baccalaureate Generalist Nursing Practice</td>
<td>Basic Organizational and Systems Leadership for Quality Care and Patient Safety</td>
<td>Scholarship for Evidence Based Practice</td>
<td>Information Management and Consumer website evaluation</td>
</tr>
<tr>
<td>A solid base in liberal education provides the cornerstone for the practice and education of nurses.</td>
<td>Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.</td>
<td>Professional nursing practice is grounded in the translation of current evidence into one’s practice.</td>
<td>The purpose of this assignment is to analyze and evaluate a health-related website for credibility, usability and accuracy for your practice with</td>
</tr>
<tr>
<td>Essential course to demonstrate RN-BS</td>
<td>Course to demonstrate RN-BS</td>
<td>Course to demonstrate RN-BS</td>
<td>Course to demonstrate RN-BS</td>
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<tr>
<td>3100 Concepts of Nursing and Health Care</td>
<td>4210 Nursing Leadership and Management</td>
<td>4240 Evidence, Practice, and Profession</td>
<td>3240 Information Management and</td>
</tr>
<tr>
<td>Assignment descriptions RN-BS</td>
<td>Assignment descriptions RN-BS</td>
<td>Assignment descriptions RN-BS</td>
<td>Assignment descriptions RN-BS</td>
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<tr>
<td>Reflective journal</td>
<td>A new assignment spring 2018</td>
<td>Evidence-based project</td>
<td>Consumer website evaluation</td>
</tr>
<tr>
<td>Assignment objectives: 1. Synthesize previous liberal arts knowledge and methods into nursing knowledge and practice. 2. Demonstrate creativity and writing ability through reflective journaling. The student will complete assigned journal entries or reflections on selected learning concepts. This reflection should integrate previous general knowledge into nursing knowledge.</td>
<td></td>
<td>Upon completion of this project students will be able to: 1. Distinguish research utilization and evidence-based practice and analyze their current status within nursing. 2. Understand and utilize strategies for undertaking the EBP project. 3. Summarize their EBP project through an extensive nursing professional poster. 4. Organize and synthesize the best current evidence identifying gaps, commonalities, and variations. 5. Recommend continuation of current practice or a change in practice based on the evidence. 6. Design a plan changing or reinforcing the recommended practice, including an evaluation component. 7. Work effectively as a contributing team member to the project group</td>
<td>The purpose of this assignment is to analyze and evaluate a health-related website for credibility, usability and accuracy for your practice with</td>
</tr>
<tr>
<td>Standard (expected outcome)</td>
<td>Standard (expected outcome)</td>
<td>Standard (expected outcome)</td>
<td>Standard (expected outcome)</td>
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<tr>
<td>80% of the students will pass the assignment with a score of 70% or above.</td>
<td>80% of the students will successfully complete the certification requirements with a score of 70% or above.</td>
<td>80% of the students will pass the assignment with a score of 70% or above.</td>
<td>80% of the students will pass this assignment with</td>
</tr>
<tr>
<td>Essential</td>
<td>Course to demonstrate RN-BS</td>
<td>Assignment descriptions</td>
<td>Standard (expected outcome)</td>
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<tr>
<td>Application of Patient Care Technology</td>
<td>Collaborative Communication patients who are consumers in the information age. It is critical that nurses are able to guide patients (consumers) in their use of the internet when they are seeking health-related information.</td>
<td>a score of 70% or above.</td>
<td></td>
</tr>
<tr>
<td>Essential V Health Care Policy, Finance, and Regulatory Environments</td>
<td>3300 Health Care Policy, Finance, and Regulatory Environments</td>
<td>Health policy analysis paper This paper will analyze the United States health care system including health policy. You will identify examples of health policy and/or regulation and describe how this policy influences the health care system. You will also discuss health care finance including cost, affordability, and sources of payment. Included in this paper will be identification and discussion of advantages and disadvantages of a current national health care policy issue assigned by faculty.</td>
<td>80% of the students will pass the assignment with a score of 70% or above.</td>
</tr>
<tr>
<td>Essential VI Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</td>
<td>3240 Information Management and Collaborative Communication</td>
<td>Interprofessional team paper Student will provide an analysis of an assessment of the group dynamics of an interprofessional or intra-professional group. After attending a professional meeting of healthcare professionals, student will compare and contrast various professional and/or discipline perspectives of the work of the team. Student will apply communication models and concepts along with teamwork elements. Students will reflect on the impact of the analysis on student’s nursing practice.</td>
<td>80% of the students will pass the assignment with a score of 70% or above.</td>
</tr>
<tr>
<td>Essential VII (1) Clinical Prevention and Population Health</td>
<td>4116 Community and Family Health Nursing</td>
<td>Emergency Preparedness Modules Purpose: Community health nurses may be involved with emergencies or disasters in the communities they live and work in. Being prepared for emergencies and disasters is essential to responding in an effective manner. Students review the web-based modules and complete the questions from the modules using knowledge gained from the modules and reflection of concepts.</td>
<td>80% of the students will pass this assignment with a score of 70% or above.</td>
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<tr>
<td>Essential</td>
<td>Course to demonstrate RN-BS</td>
<td>Assignment descriptions RN-BS</td>
<td>Standard (expected outcome)</td>
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<td>generalist nursing practice.</td>
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<tr>
<td>Essential VII (2) Clinical Prevention and Population Health</td>
<td>4120 Nursing Practicum: Community</td>
<td>Community Assessment and Intervention Project Purpose: The CAP/CIP will provide an opportunity to assess a community and its population(s) to gain information to be able to identify real or potential problems for the population. The student will conduct community visits to develop a community assessment, identify issues/problems, determine levels of prevention, specify interventions and evaluate a selected intervention based on the Public Health Intervention Wheel model.</td>
<td>80% of the students will pass the assignment with a score of 70% or above.</td>
</tr>
<tr>
<td>Essential VIII Professionalism and Professional Values Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.</td>
<td>3100 Concepts of Nursing and Health Care</td>
<td>Essential assignment The purpose of this assignment is to engage in reflective thought regarding your concept of yourself as a baccalaureate-prepared professional nurse. In this assignment, you will evaluate and interpret your abilities regarding dimensions of professional practice based on the AACN Essentials of Baccalaureate Nursing for Professional Practice (2008). This self-reflection and evaluation will assist you in articulating to yourself and others (sharing your voice) what it is to be a baccalaureate prepared professional nurse.</td>
<td>80% of the students will pass the assignment with a score of 70% or above.</td>
</tr>
<tr>
<td>Essential IX Baccalaureate Generalist Nursing Practice The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.</td>
<td>4120 Nursing Practicum: Community</td>
<td>Community Assessment and Intervention Project in NRSG 4120 Purpose: The CAP/CIP will provide an opportunity to assess a community and its population(s) to gain information to be able to identify real or potential problems for the population. The student will conduct community visits to develop a community assessment, identify issues/problems, determine levels of prevention, specify interventions and evaluate a selected intervention based on the Public Health Intervention Wheel model.</td>
<td>80% of the students will pass each assignment with a score of 70% or above.</td>
</tr>
<tr>
<td>Essential IX (2) Baccalaureate Generalist Nursing Practice The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of</td>
<td>4240 Evidence, Practice, and Profession</td>
<td>Evidence-based project in NRSG 4240 Upon completion of this project students will be able to: 1. Distinguish research utilization and evidence-based practice and analyze their current status within nursing. 2. Understand and utilize strategies for undertaking the EBP project. 3. Summarize their EBP project through an extensive nursing professional poster</td>
<td>80% of the students will pass the assignment with a score of 70% or above.</td>
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<tr>
<td>Essential</td>
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<td>healthcare resources inherent in caring for patients.</td>
<td>4. Organize and synthesize the best current evidence identifying gaps, commonalities, and variations. 5. Recommend continuation of current practice or a change in practice based on the evidence. 6. Design a plan changing or reinforcing the recommended practice, including an evaluation component. 7. Work effectively as a contributing team member to the project group.</td>
<td>80% of the students will pass the assignment with a score of 70% or above.</td>
<td></td>
</tr>
<tr>
<td>Essential IX (3) Baccalaureate Generalist Nursing Practice The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.</td>
<td>4116 Community and Family Health Nursing</td>
<td>Family Assessment Paper Purpose: Student will apply the nursing process by completing a comprehensive family assessment in the context of the family living in a community, identify family response to health and illness concerns, plan appropriate nursing interventions, and identify desired outcomes of care. Student will learn and apply a family assessment model with a self-selected family. This written paper is partially based on your interviews and visits with a family with whom you are acquainted and from course concepts and resources.</td>
<td>80% of the students will pass the assignment with a score of 70% or above.</td>
</tr>
</tbody>
</table>

Revised 7/7/14, 4/17
Reviewed 3/16
Appendix C: Documentation of Unprofessional Behavior and/or Unsafe Practice

BEMIDJI STATE UNIVERSITY
DEPARTMENT OF NURSING

Student name (type or print legibly) __________________________ Student ID # __________________________ Course # __________________________

Semester and Year __________________________ Advisor name __________________________ Date of Incident(s) __________________________

As documented below, this student has demonstrated professional and personal attributes that do not meet the standards of professionalism in clinical, classroom, lab or community settings, and safe clinical practice. The responsible faculty/academic staff will be taking the actions indicated below:

Faculty/Academic Staff: Check recommended action(s)

☐ Written Warning ☐ Plan for Remediation ☐ Failure of Course ☐ Expulsion from BSU program

A maximum of 3 Documentation of Unprofessional Behavior and/or Unsafe Practice events will be grounds for expulsion from BSU programs.

Signature (faculty/academic staff) __________________________ Date __________________________

Faculty/Academic Staff: Check (✓) the appropriate categories below and provide specific, relevant documentation related to the behaviors of concern.

1. The student fails to meet the standards of professionalism from a biological, psychological, sociological and/or cultural standpoint.
   ☐ Failure to carry out psychomotor/technical skills in a safe and/or professional manner.
   ☐ Failure to carry out communicative skills in a safe manner.
   ☐ Act of omission in the care of client.
   ☐ Act of commission in the care of a client.
   ☐ Displays mental, physical and/or emotional behavior(s) which negatively affect others.
   ☐ Does not come to class or clinical prepared.
   ☐ Other __________________________

Supporting documentation required: __________________________________________________________

______________________________________________________________

______________________________________________________________

2. The student lacks consistency in responsible preparation, documentation and/or communication.
   ☐ Attempts activities without adequate preparation or assistance.
   ☐ Demonstrates inaccurate or incomplete verbal/written communication.
   ☐ Acts in such a way to create significant anxiety and/or stress to others.
   ☐ Is verbally abusive and/or exhibits threatening, coercive or violent behavior toward anyone.
   ☐ Is unable to achieve therapeutic nurse-patient relationships characterized by rapport, empathy and respect.
   ☐ Violates the boundaries of professional nurse-patient/family relationships, e.g., engages in romantic or sexual relationships.
   ☐ Is unable to maintain satisfactory relationships with others in clinical, university or community settings.
   ☐ Other __________________________

Supporting documentation: __________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

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3. The student fails to practice within the boundaries of the Minnesota Nurse Practice Act, guidelines or the course syllabus, policies of the College of Nursing and the rules and regulations of the health care agency that is the site of the course.

☐ Is habitually tardy/absent
☐ Is habitually tardy in submitting assignments.
☐ Exhibits criminal behavior.
☐ Is suspected of being under the influence of drugs and/or alcohol in class, clinical or university settings.
☐ Dresses inappropriately and/or exhibits nonprofessional appearance/behavior.
☐ Exhibits behavior that is offensive to others (sexist, racist, threatening, demeaning).
☐ Needs repeated reminders of responsibilities consistent with the policies of the College of Nursing and/or clinical agency.
☐ Other

Supporting documentation:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

4. The student fails to meet American Nurses Association’s Code of Ethics and Standards of Practice.

☐ Does not maintain confidentiality.
☐ Demonstrates dishonesty.
☐ Ignores unethical behavior of others.
☐ Does not demonstrate respect for others.
☐ Does not advocate for the rights of the patient.
☐ Misrepresents or falsifies actions or information.
☐ Other

Supporting documentation
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

5. The student lacks effort directed toward self-improvement.

☐ Is resistant or defensive regarding suggestions to improve.
☐ Appears unaware of her/his deficiencies and the need to improve.
☐ Does not accept constructive criticism or take responsibility for errors.
☐ Is abusive or critical during times of stress.
☐ Demonstrates arrogance.
☐ Other

Supporting documentation:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Additional Incident description (including others involved) or comments:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Plan for Remediation (if indicated as an action on pg. 1)
This section is to be completed by the student.

I have read this evaluation, discussed it with the course instructor, and received a copy.

____________________________________  ______________________________
Student signature                      Date

My comments are: (optional)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Reviewed and received by Program Chair
____________________________________
Date

Follow-up
____________________________________
Date

Outcome:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Appendix D: Learner Appeal Form

A learner will be allowed to appeal based only on: 1) the evidence presented did not support the decision; 2) there is new information that wasn't considered in the case; or 3) the sanctions were not justified by the nature of the offense(s). This is in alignment with Minnesota State policy. **This form should not be used for a grade challenge or a concern related directly to course content or assignments.** Instead, students can contest a grade by following the Academic Grade Challenge Policy.

NAME: ___________________________________________ STUDENT ID # _____________

Date: ___________________________ Email: _____________________________________________

Street Address    City    State    Zip

Phone: ___________________________ Program: _______4-Yr Track _______ RN-BS

Please respond to the following. Attach additional sheets if necessary. Describe your concern.

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

What steps have you taken to resolve the concern?

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

What action are you seeking to resolve this concern?

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

SUBMIT THIS FORM TO THE NURSING DEPT OFFICE

**************************************************************************

Office Use Only

Concern Received By: ___________________________ Date: ___________________________

What steps were taken to resolve this concern? (Attach notes from other staff if applicable.)

How was the concern resolved? Include dates of actions taken.

Date of follow-up contact with learner: ___________________________
Student Receipt and Acknowledgement

This handbook is neither a contract nor an offer to make a contract. The information enclosed is provided solely for the convenience of the students and readers.

The information in this Resource Manual is current as of the time of publication. However, policies are subject to change between editions. The BSU Department of Nursing reserves the right to make changes at any time with respect to course offerings, degree requirements, services, policies, or any other subject addressed in this document. Amendments may be added as deemed necessary. Any revisions will take priority over the contents of this edition and will be communicated to faculty and students. It is the responsibility of all members of the Department of Nursing to make note of such changes.

This handbook supersedes all previous versions of the Student Resource Manual. Students are accountable for familiarizing themselves with its contents and for compliance with the policies and procedures contained within.

I have received the handbook, and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.

_________________________________________________
Student Signature

_________________________________________________
Student Name (Print)

_________________________________________________
Date