Mayville State University

MSN Program

Graduate Student Handbook

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Created 11/2019
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Handbook Disclaimer

This Graduate Student Handbook is neither a contract nor an offer to make a contract. While every effort has been made to ensure accuracy of the information enclosed, the handbook is updated as necessary. The Mayville State University Division of Nursing reserves the right to make changes at any time with respect to course offerings, degree requirements, services, policies, and/or any other subject addressed in this document. Amendments may be added as deemed necessary. The information enclosed is provided solely for the convenience of students and readers.

This Graduate Student Handbook supersedes all previous versions of the handbook. Students are accountable for familiarizing themselves with its contents and for compliance with the policies and procedures contained within. When a change is adopted into the handbook, students will be emailed the change. Faculty may also include the change in the course syllabi and/or highlight the change within nursing program Blackboard courses.

Welcome and Introduction

Welcome to MSN program at Mayville State University (MSU). Given the current and ongoing nursing workforce shortage, there is an increased demand for minimum master's prepared nurse educators to educate the developing nursing workforce at technical, undergraduate and graduate levels in academia and to serve as staff development educators in industry. In addition, for healthcare organizations to provide effective leadership and management within the complex and dynamic health care system of today and to secure and maintain Magnet designation, minimum master's academic preparation of nurse leaders in these organizations is necessary.

According to the *American Organization for Nursing Leadership (AONL)* (2019), nurse leaders at all stages of their careers are needed to make positive change in an evolving health care system. In addition, nursing leaders striving to make a positive change with a collective voice to influence health care transformation and facilitate high quality outcomes are needed. With the team of health care providers in a collaborative and patient-centered environment, it is vital that the nurse leader articulate the value of nursing in improved patient outcomes, care coordination, quality, safety, and cost-effective care. *AONL* has also noted the importance of communication, knowledge, leadership, professionalism, and business skills[1]. As the value of nurse leadership and its contribution to the health care team and patient care continues to grow, MSU has embraced the professional development of nurse leaders through innovative learning.

The mission of the *National League for Nursing (NLN)* (2019) is to promote "excellence in nursing education to build a strong and diverse workforce to advance the health of our nation and the global community" (para 1)[2]. With the promotion of excellence in the advanced role of the academic nurse educator and specialty education to the richness and complexity of the faculty role, the *NLN* is committed to the pursuit of quality nursing education for all types of educational programs. In order for professional nurses to lead policy and health initiatives, they much be knowledgeable of government relations, engage in policies, and develop advocacy skills inherent of the future scope of the role of the nurse educator. As noted by the *NLN: Advocacy and Public Policy* position statements, the nursing shortage is further exacerbated by the shortage of nursing faculty[3]. MSU is committed to the health and growth of within and beyond rural North Dakota with the extension of advanced roles in nursing education to address the nurse faculty and nursing shortage.

The MSN program prepares registered nurses with broad knowledge and practice expertise that builds and expands on baccalaureate nursing generalist practice. MSU offers two MSN tracks focused on the role of the nurse educator and on nursing leadership and management in addition to graduate certificate programs in both track areas. Development of a fuller understanding of the discipline of nursing through mastery of the Essentials of Master's Education in Nursing fosters engagement in higher-level practice and leadership in a variety of practice and academic settings. Promoting a commitment to lifelong learning, graduates seamlessly transition into a research or practice-focused doctoral program.

Welcome to the MSN program!

1. American Hospital Association. (2019). *American Organization for Nursing Leadership.* https://www.aonl.org/
2. National League for Nursing. (2019). *Overview:* http://www.nln.org/about
3. National League for Nursing. (2019). *Advocacy and Public Policy.* https://www.nln.org/public-policy

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Mayville State University Mission

Mayville State University is dedicated to excellence in teaching, service, and scholarship in dynamic, inclusive and supportive learning environments that are individually focused. We offer quality undergraduate and master's programs enriched with practical experiences to prepare all learners for a global economy.

MSN Program Mission

The mission of the Graduate Nursing Program is to prepare nurses within a collaborative learning environment to effectively serve as nurse leaders in academic and practice settings who are committed to life-long learning, contribute to the discipline of nursing through rigorous intellectual inquiry and translation of evidence into practice, collaborate with interprofessional teams, and lead change, promote health, and elevate care for diverse and global populations.

Mission Congruence

Mayville State University	MSN Program
Mayville State University is dedicated to excellence in teaching, service and scholarship…	The mission of the Graduate Nursing Program is to prepare nurses within a collaborative learning environment to effectively serve as nurse leaders in academic and practice settings who are committed to life-long learning…
… in dynamic, inclusive, and supportive learning environments that are individually focused.	…contribute to the discipline of nursing through rigorous intellectual inquiry and translation of evidence into practice…
We offer quality undergraduate and master's programs enriched with practical experience to prepare all learners for a global economy.	…collaborate with interprofessional teams, and lead change, promote health, and elevate care for diverse and global populations.

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Mission Alignment with Master's Essentials

MSN Mission Statement	Master's Essentials
The mission of the Graduate Nursing Program is to prepare nurses within a collaborative learning environment …	Domain 1, 3, 6
…to effectively serve as nurse leaders in academic and practice settings who are committed to life-long learning,	Domain 1, 5, 7, 9, 10
…contribute to the discipline of nursing through rigorous intellectual inquiry and translation of evidence into practice, collaborate with interprofessional teams…	Domain 4, 5, 6, 7, 8
…and lead change, promote health, and elevate care for diverse and global populations.	Domain 2, 3, 5, 7, 8, 9, 10

*American Association of Colleges of Nursing (AACN). (2023) *The Essentials of Master's Education in Nursing*. https://www.aacnnursing.org/Essentials/Download-Order

North Dakota University System (NDUS) Vision

Leading the nation in educational attainment through access, innovation, and excellence.

Division of Nursing Vision

Through professional preparation, interprofessional collaboration, and advanced nursing education, the vision of the Mayville State University Division of Nursing is to be known for continuing academic excellence, positively impacting the health of individuals and populations across diverse cultures, ages, and environments while advancing nursing knowledge, responsiveness, and leadership.

Mayville State University Purposes

- To provide academic programs and services that address contemporary career and workforce opportunities.
- To maintain collaborative relationships with schools, employers, and communities which contribute to the economic growth and social vitality of North Dakota.
- To deliver flexible programs, instruction, and student services to meet the needs of the individual.
- To cultivate an environment that supports creativity, intellectual curiosity, lifelong learning, service, and an appreciation of diversity.

MSN Program Goals

The Graduate Nursing Program will prepare graduates equipped with enhanced nursing knowledge and skills as flexible leaders employed in critical action within complex and changing health, educational, and organizational systems to:

1. Lead change to improve quality outcomes.
2. Advance a culture of evidence through lifelong learning.
3. Build and lead collaborative interprofessional teams.
4. Address evolving healthcare needs.
5. Navigate and integrate care services across the healthcare system.
6. Design innovative nursing practices.
7. Translate evidence into practice.
8. Promote health and elevate care.

MSN Program Core Student Learning Outcomes

Upon completion of the Master of Science in Nursing (MSN) curriculum, the graduate will be able to:

1. Demonstrate the integration and application of advanced nursing knowledge to guide evidenced-based nursing practice.
2. Apply knowledge of current and emerging forces within systems-based practice that enhances quality, safety, equity, and cost-effectiveness of health care.
3. Engage in the scholarship of nursing research relevant to the application and implementation of research studies to improve health and transform health care.
4. Analyze information technologies to gather data, guide decision making, and support professionals to improve healthcare outcomes.
5. Integrate population health promotion and disease management strategies with collaborative activities for the improvement of equitable population health outcomes.
6. Integrate advanced evidence-based nursing concepts across direct care areas to improve holistic and equitable person-centered care outcomes.
7. Foster intentional collaboration across disciplines to optimize care and improve outcomes in the health care environment.
8. Demonstrate personal, professional, and leadership competency that reflects nursing's characteristics, values, and identity.

Nursing Leadership & Management Track Student Learning Outcomes

Building upon the Master of Science in Nursing Program Core Program Student Learning Outcomes, upon completion of the Nursing Leadership & Management track graduates will be able to:

1. Engage in effective communication and relationship management in a manner that facilitates a partnership approach to quality care delivery.
2. Examine the influence of the health care environment on patient and population health outcomes.
3. Develop effective leadership skills that advances the scholarship of nursing and fosters professional growth.
4. Model professionalism by incorporating accountability, career planning, ethical behaviors, and advocacy.
5. Utilize business management skills in the provision of safe, timely, efficient, equitable, and patient-centered care.

Nurse Educator Track Student Learning Outcomes

Building upon the Master of Science in Nursing Program Core Program Student Learning Outcomes, upon completion of the Nurse Educator track graduates will be able to:

1. Demonstrate knowledge of curricular design and evaluation of program outcomes.
2. Facilitate learning and establish desired learning outcomes using assessment and evaluation strategies for learners across various learning domains.
3. Recognize the role of the nurse educator in facilitating nurse development and socialization aligned with the values and behaviors expected of a nurse.
4. Engage in scholarship and quality improvement to enhance the teaching and learning environments.
5. Model professionalism as a change agent and leader in the educational environment.

Graduate Certificate Student Learning Outcomes

MaSU Nursing Leadership and Management Graduate Certificate

Upon completion of the Nursing Leadership & Management Certificate, graduates will be able to:

1. Integrate scholarly activities of inquiry and change related to the role of the nurse in practice, administration, and leadership roles.
2. Examine the influence of the health care environment on patient health outcomes.
3. Utilize business management skills in the provision of safe, timely, efficient, equitable, and patient-centered care.

MaSU Nurse Educator Graduate Certificate

Upon completion of the Nurse Educator Certificate, graduates will be able to:

1. Demonstrate knowledge of curricular design and evaluation of program outcomes.
2. Facilitate learning and establish desired learning outcomes using assessment and evaluation strategies for learners across various learning domains.
3. Integrate scholarly activities of inquiry and change related to the role of the nurse educator in practice or education settings.

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MSN Program Core Outcome Alignment Table

Mayville State University MSN Program Core Student Learning Outcome	Corresponding Essentials of Master's Education[1]	Corresponding Quality and Safety Competencies for Nursing (QSEN)[2]
1. Demonstrate the integration and application of advanced nursing knowledge to guide evidenced-based nursing practice.	Domain 1: Knowledge for Nursing Practice	Quality Improvement Evidence Based Practice
2. Apply knowledge of current and emerging forces within systems-based practice that enhances quality, safety, equity, and cost-effectiveness of health care.	Domain 5: Quality and Safety Domain 7: Systems-based Practice	Quality Improvement Informatics Safety
3. Engage in the scholarship of nursing research relevant to the application and implementation of research studies to improve health and transform health care.	Domain 4: Scholarship for Nursing Discipline	Teamwork and Collaboration Patient-Centered Care
4. Analyze information technologies to gather data, guide decision making, and support professionals to improve healthcare outcomes.	Domain 8: Informatics and Healthcare Technology	Patient-Centered Care Teamwork and Collaboration
5. Integrate population health promotion and disease management strategies with collaborative activities for the improvement of equitable population health outcomes.	Domain 3: Population Health	Evidence Based Practice Patient-Centered Care
6. Integrate advanced evidence-based nursing concepts across direct care areas to improve holistic and equitable person-centered care outcomes.	Domain 2: Person-centered Care	Patient-Centered Care
7. Foster intentional collaboration across disciplines to optimize care and improve outcomes in the health care environment.	Domain 6: Interprofessional Partnerships	Teamwork and Collaboration
8. Demonstrate personal, professional, and leadership competency that reflects nursing's characteristics, values, and identity.	Domain 9: Professionalism Domain 10: Personal, Professional, and Leadership Development	Quality Improvement Evidence Based Practice

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MSN Program Leadership & Management Track Outcome Alignment Table

Mayville State University MSN Program Leadership & Management Student Learning Outcome	Corresponding Essentials of Master's Education[1]	Corresponding Nurse Executive Competencies[3]
1. Engage in effective communication and relationship management in a manner that facilitates a partnership approach to quality care delivery.	Domain 5, 6, 7	Competency 1: Communication and Relationship Building
2. Examine the influence of the health care environment on patient and population health outcomes.	Domain 2, 3, 5, 6, 7	Competency 2: Knowledge of the Health Care Environment
3. Develop effective leadership skills that advances the scholarship of nursing and fosters professional growth.	Domain 1, 4, 9, 10	Competency 3: Leadership
4. Model professionalism by incorporating accountability, career planning, ethical behaviors, and advocacy.	Domain 9, 10	Competency 4: Professionalism
5. Utilize business management skills in the provision of safe, timely, efficient, equitable, and patient-centered care.	Domain 2, 5, 7, 8	Competency 5: Business Skills

MSN Program Nurse Educator Track Outcome Alignment Table

Mayville State University MSN Program Nurse Educator Student Learning Outcome	Corresponding Essentials of Master's Education[1]	Corresponding Nurse Educator Core Competencies [4]
1. Demonstrate knowledge of curricular design and evaluation of program outcomes.	Domain 1	IV: Participate in Curriculum Design and Evaluation of Program Outcomes
2. Facilitate learning and establish desired learning outcomes using assessment and evaluation strategies for learners across various learning domains.	Domain 1	I: Facilitate Learning III: Use Assessment and Evaluation Strategies
3. Recognize the role of the nurse educator in facilitating nurse development and socialization aligned with the values and behaviors expected of a nurse.	Domain 9 and 10	II: Facilitate Learner Development and Socialization
4. Engage in scholarship and quality improvement to enhance the teaching and learning environments.	Domain 4, 5, 7	VI: Pursue Continuous Quality Improvements in the Nurse Educator Role VII: Engage in Scholarship
5. Model professionalism as a change agent and leader in the educational environment.	Domain 9 and 10	V: Function as a Change Agent and Leader VIII: Function Within the Educational Environment

1. American Association of Colleges of Nursing (AACN). (2023) *The Essentials of Master's Education in Nursing.*
    https://www.aacnnursing.org/Essentials/Download-Order
2. American Organization for Nursing Leadership. (2015). *Nurse Executive Competencies.* Retrieved from:
    https://www.aonl.org/system/files/media/file/2019/06/nec.pdf
3. National League for Nursing. (2020). *Nurse Educator Core Competencies.* Retrieved from:
    https://www.nln.org/education/nursing-education-competencies/core-competencies-for-academic-nurse-educators

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MSN Program & Graduate Certificate Admission Criteria
To expedite the admission process, the following are recommended to take place concurrently:

Step 1 of admission process:
- Admission to Mayville State University
  - Applicants must meet university admission requirements
  - Be in good academic standing (not on dismissed or suspended status) at the most recent college or university you have attended.
  - Have a minimum GPA of 2.0 at the conclusion of any semester in which the number of institutional and transfer hours attempted reaches or exceeds 64 semester hours.
    - Note: minimum cumulative GPA of 3.0 required for nursing program admission
  - Complete the Mayville State University Application for Admission – Online Application
  - Submit a non-refundable, one-time $35 application fee. You may pay the application fee by credit card, personal check or money order made out to Mayville State University. No admissions decisions will be made until the application fee is received.
  - Submit official transcripts from all previously attended institutions. These must be sent directly from the institution and must show all courses attempted and grades earned. Transcripts must be signed by a school official and contain the official school seal.
  - The transfer of graduate credits towards an undergraduate or graduate program is limited to 9 semester credits. Master's course credit transferred from another accredited school will be evaluated by the Division of Nursing faculty for equivalency in relation to a course(s) in the MSN curriculum. Such courses cannot be more than seven years old by the time of graduation. Division of Nursing faculty will determine equivalency for any accepted Master's course credit transferred, if applicable.

Step 2 of admission process:
Admission to the MSN program is completed in conjunction with, or after admission to MSU.
- Admission to the MSN Program
  - Completion of the Online MSN Program application
    - Admission Deadlines:
      - Applications are accepted on an ongoing basis
      - Priority consideration will be given to applications received by March 1st for fall semester and October 1st for spring semester
    - Submit $40.00 program application fee paid by credit card, personal check or money order made out to: Mayville State University. Credit card payments are made by phone by contacting the MSU Business Office at 701-788-4757.
  - Earned baccalaureate nursing degree (i.e. BSN or BAN) from a regionally accredited institution who holds national nursing program accreditation.
    - Conditional program acceptance will be granted to applicants who apply in the final semester with full program acceptance upon receipt of their baccalaureate degree final transcript and fulfillment of the required admission conditions.
  - Current U.S. unencumbered RN licensure required throughout program enrollment
    - Submit RN license information including license number and state of issuance with program application.
  - Minimum cumulative GPA of 3.0 or better on a 4.0 scale

- o Minimum grade of "C" required for all previous nursing courses
- o Undergraduate or graduate statistics course completed prior to NURS 570 course enrollment.
- o Two professional letters of reference addressing nursing role performance (use Division of Nursing Reference form).
  - ▪ References must be submitted in sealed envelope, with signature of reference source across the seal or may be emailed, by reference source, to shannon.skovlund@mayvillestate.edu, Nursing Programs Transfer Specialist.
- o Applicant from a state other than ND or MN must be a resident of a state where Mayville State University is authorized to offer online degree programs, see MaSU State Authorizations Website.
- o In addition, the applicant must obtain approval for student clinical/practicum experiences from the state board of nursing within his/her state of residence prior to being granted program admission. Documentation of state board of nursing approval using the MaSU Division of Nursing out-of-state clinical approval form provided to all out-of-state applicants within the admissions process.
- o Clearance for clinical practice verified within a criminal background check completed within the online program application.
- o Following program admission, submission of the following will be required within the program's approved platform:
  - ▪ Proof of current healthcare provider approved CPR certification.
  - ▪ Proof of all current immunizations.
  - ▪ Signed confidentiality agreement
  - ▪ Proof of health insurance/health insurance waiver
- o Access to a computer with high-speed Internet and virus protection
  - ▪ See technology requirements for online students
- o MaSU BSN elective course credit (maximum of 9 credits) can be earned at the master's level. Specific MSN courses to be used to meet this requirement must be approved by the BSN program advisor. No additional admission processes will be required for the BSN student to enroll in MSN courses for BSN elective credit.

Admission is competitive and based on a point system. Points are given based on cumulative GPA, earned nursing credit GPA, reference information, previous application to the program, RN nursing graduation from a North Dakota institution, residency in North Dakota or employment as and RN in North Dakota, and existence of an articulation/affiliation agreement. The number of students admitted each semester is limited. The Division of Nursing reserves the right to deny admission. Failure to disclose previous or pending convictions or falsification of information may lead to denial of admission or may be considered grounds for dismissal from the program.

Admission Notification:
- The Division of Nursing Programs Transfer Specialist will notify applicants of their admission to MSU.
- The Division of Nursing will notify applicants of their admission status to the nursing program.

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Overview of MSN Program Curriculum

MSN Program Curriculum

Graduate Nursing Core (21 SH Credits)

*The following core courses are to be completed within both MSN tracks.

NURS 550: Theories and Concepts for Advanced Nursing Practice (3 SH Credits)

NURS 560: Health Promotion and Disease Prevention (3 SH Credits)

NURS 570: Advanced Nursing Research (3 SH Credits)

NURS 510: Advanced Informatics and Health Care Technologies (3 SH Credits)

NURS 540: Contemporary Issues of the Health Care System (3 SH Credits)

NURS 520: Advanced Clinical Practice Concepts I (3 SH Credits)

NURS 530: Advanced Clinical Practice Concepts II (3 SH Credits)

Nurse Educator Track

(Total 37 SH Credits including Graduate Nursing Core)

Functional Area Content (16 SH Credits)

NURS 610: Foundations and Teaching Strategies for Nursing Education (3 SH Credits)

NURS 620: Curriculum Development and Evaluation in Nursing Education (3 SH Credits)

NURS 630: Assessment and Evaluation in Nursing Education (3 SH Credits)

NURS 640: Nurse Educator Practicum I (2 SH Credits)

NURS 650: Nurse Educator Practicum II (2 SH Credits)

NURS 680: MSN Independent Project (3 SH Credits)

Nursing Leadership & Management Track

(Total 37 SH Credits including Graduate Nursing Core)

Functional Area Content (16 SH Credits)

NURS 600: Foundations of Effective Nurse Leadership and Management (3 SH Credits)

NURS 605: Nurse Management Business Skills and Principles (3 SH Credits)

NURS 615: Optimizing the Complex Health Care Environment (3 SH Credits)

NURS 645: Nursing Leadership & Management Practicum I (2 SH Credits)

NURS 655: Nursing Leadership & Management Practicum II (2 SH Credits)

NURS 680: MSN Independent Project (3 SH Credits)

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Nursing Graduate Certificates

Nurse Educator Graduate Certificate (Total 14 SH Credits)

NURS 550: Theories and Concepts for Advanced Nursing Practice (3 SH Credits)

NURS 610: Foundations and Teaching Strategies for Nursing Education (3 SH Credits)

NURS 620: Curriculum Development in Nursing Education (3 SH Credits)

NURS 630: Assessment and Evaluation in Nursing Education (3 SH Credits)

Choose one of the following:

NURS 640: Nurse Educator Practicum I (2 SH Credits)

NURS 650: Nurse Educator Practicum II (2 SH Credits)

Nursing Leadership & Management Graduate Certificate (Total 14 SH Credits)

NURS 540: Contemporary Issues in Health Care (3 SH Credits)

NURS 600: Foundations of Effective Nurse Leadership and Management (3 SH Credits)

NURS 605: Nurse Management Business Skills and Principles (3 SH Credits)

NURS 615: Optimizing the Complex Health Care Environment (3 SH Credits)

Choose one of the following:

NURS 645: Nursing Leadership & Management Practicum I (2 SH Credits)

NURS 655: Nursing Leadership & Management Practicum II (2 SH Credits)

Course Substitution/Course Validation

Requests for course substitution and course validation will be processed through the student's advisor. Requests for course validation 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. The validation process will be available during the academic year only. CLEP exams are also possible as course substitutions in non-nursing courses, as available and approved by respective departments.

Division of Nursing Program Readmission Policy

This policy will apply to nursing students following complete program withdrawal after the University's established drop date. For the sake of consistency, this policy will also apply to nursing students seeking readmission into the same nursing track and will begin anew if the student begins a new nursing track at a higher education level. For example, this policy will apply to a RN to BSN student seeking readmission into the RN to BSN track. The policy will begin anew if the same student later enrolls as a Masters' degree seeking student.

1. Readmission to the nursing program is dependent on:

    a) Collaborate recommendations from the Nursing Division Chair, SAP Committee, and the student's previous nursing advisor.
    b) Readmission to the nursing program is dependent upon space availability and curriculum placement. If the number of readmission requests exceed space availability, the readmission applicants will be accepted on a first come, first in basis as they qualify.
    c) The Student Admissions and Progression (SAP) Committee reserves the right to deny a request for readmission if the student was dismissed from the nursing program for issues relating to academic integrity, past academic performance, unsafe patient care, inappropriate conduct, or dismissal from a college or clinical site.

2. A nursing student requesting readmission to the nursing program must:

    a) Apply to the Nursing Program as a new student (this process may include an application to Mayville State University if needed).
    b) Complete the Mayville State University Nursing Readmission Request Form and provide supporting letter(s) of documentation. A failure to complete this form in its entirety or failure to provide the required supporting letter may result in denial of the readmission application request.
    c) Meet the Nursing Program admission requirements at the time of the readmission application.
    d) Participate in a meeting for development of progression plan if requested by the Nursing Division Chair, SAP Committee, or the student's nursing advisor.

3. Students seeking readmission will be admitted under the catalog of the current academic year.

4. The completed Nursing Readmission Request Form and Supplemental Form will be placed in the student's nursing file.

5. No student will be eligible for a third readmission request.

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Nursing Readmission Request Form

Complete all information as listed. Failure to complete this form in its entirety, including attachments, may result in denial of the request.

Name of Student:_____   Student ID#: _____

Address:

_____

Phone #: _____   E-mail address:_____

I am requesting permission to continue progression in the Mayville State University Nursing program.

☐ I withdrew from the Mayville State University Nursing program and I am requesting for permission to resume my enrollment in the following program:

_____ R.N. to BSN Program   _____MSN Program

Attach a letter to the form addressing the following two statements:

- Discuss the barriers which prevented you from completing the course successfully.
- Outline a specific plan to be successful in the nursing program.

Please attach any additional letters of support or documentation of extraordinary circumstances to this request.

Student Signature/Date:

_____

Submit this form and supporting letter(s) to:

Shannon Skovlund, B.A., BUS
Nursing Programs' Transfer Specialist
Mayville State University Division of Nursing
Email: Shannon.skovlund@mayvillestate.edu
Fax: 701-788-4748

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<u>Nursing Readmission Request Supplemental Form</u>

Student Name:

_____

The Student Admissions and Progression (SAP) Committee Decision:

_____

_____

_____

_____

_____

_____

Letter/E-mail sent to student & Copy placed in Student File:

_____

If needed: meeting date for development of progression plan:

_____

Nursing Division Chair Signature/Date:

_____

Dean of Nursing Signature/Date:

_____

Nursing Student Advisor Signature/Date:

_____

SAP Committee Chair Signature/Date:

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Master of Science in Nursing Degree Requirements (MSN)

1. Gain acceptance into the MSN program (see admission criteria)
2. Complete a minimum of graduate semester hours for either MSN track as follows:
   a. Nurse Educator Track: minimum of 37 graduate semester hours.
   b. Nursing Leadership & Management Track: minimum of 37 graduate semester hours.
3. Complete courses successfully with a minimum grade of C in the approved program of study.
4. Maintain a minimum graduate grade point average of 3.0.
5. Repeat no more than one course during program enrollment.
6. Assume responsibility for meeting all graduation requirements.
7. Complete the MSN program within a maximum of seven (7) years.
8. Uphold all University policies, the *Code of Ethics* in the MSU Student Handbook, and the American Nurses Association Code of Ethics for Nurses with Interpretive Statements throughout program enrollment.
9. Students may transfer up to nine (9) graduate semester hours towards the degree. Transfer course(s) must be evaluated by the Dean of the Division of Nursing and must be an equivalent substitution for the prescribed MSN curriculum.

NED Full-time Course Rotation Schedule (5 Semesters/21 Month Duration)

Fall Start													
Fall Semester (9 SH Credits)			Spring Semester (9 SH Credits)			Summer Semester (7 SH Credits)		Fall Semester (6 SH Credits)			Spring Semester (6 SH Credits)		
Block 1	Block 2	Block 3	Block 1	Block 2	Block 3	Block 1	Block 2	Block 1	Block 2	Block 3	Block 1	Block 2	Block 3
N540 (3)	N510 (3)	N560 (3)	N550 (3)	N570 (3)	N610 (3)	N620 (3)	N630 (3)	N640 (2)		N520 (3)	N530 (3)	N650 (2)	
						N680 (1)		N680 (1)			N680 (1)		

*Undergraduate or graduate statistics completed prior to N570 course

NED Part-time Course Rotation Schedule (8 Semesters/33 Month Duration)

Fall Start																							
Fall Semester (6 SH Credits)			Spring Semester (6 SH Credits)			Summer Semester (3 SH Credits)		Fall Semester (6 SH Credits)			Spring Semester (6 SH Credits)			Summer Semester (4 SH Credits)		Fall Semester (3 SH Credits)			Spring Semester (3 SH Credits)		
Block 1	Block 2	Block 3	Block 1	Block 2	Block 3	Block 1	Block 2	Block 1	Block 2	Block 3	Block 1	Block 2	Block 3	Block 1	Block 2	Block 1	Block 2	Block 3	Block 1	Block 2	Block 3
N540 (3)	Off	N560 (3)	N550 (3)	off	N610 (3)	N620 (3)	Off	off	N510 (3)	N520 (3)	N530 (3)	N570 (3)	off	off	N630 (3)	N640 (2)		off	Off	N650 (2)	
															N680 (1)	N680 (1)			N680 (1)		

*Undergraduate or graduate statistics completed prior to N570 course

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NLM Full-time Course Rotation Schedule (5 Semesters/21 Month Duration)

Fall Start														
Fall Semester (9 SH Credits)			Spring Semester (9 SH Credits)			Summer Semester (7 SH Credits)		Fall Semester (6 SH Credits)			Spring Semester (6 SH Credits)		
Block 1	Block 2	Block 3	Block 1	Block 2	Block 3	Block 1	Block 2	Block 1	Block 2	Block 3	Block 1	Block 2	Block 3
N540 (3)	N510 (3)	N560 (3)	N550 (3)	N570 (3)	N600 (3)	N615 (3)	N605 (3)	N645 (2)		N520 (3)	N530 (3)	N655 (2)	
						N680 (1)		N680 (1)			N680 (1)		

*Undergraduate or graduate statistics completed prior to N570 course

NLM Part-time Course Rotation Schedule (8 Semesters/33 Month Duration)

Fall Start																							
Fall Semester (6 SH Credits)			Spring Semester (6 SH Credits)			Summer Semester (3 SH Credits)		Fall Semester (6 SH Credits)			Spring Semester (6 SH Credits)			Summer Semester (4 SH Credits)		Fall Semester (3 SH Credits)			Spring Semester (3 SH Credits)		
Block 1	Block 2	Block 3	Block 1	Block 2	Block 3	Block 1	Block 2	Block 1	Block 2	Block 3	Block 1	Block 2	Block 3	Block 1	Block 2	Block 1	Block 2	Block 3	Block 1	Block 2	Block 3
N540 (3)	Off	N560 (3)	N550 (3)	off	N600 (3)	N615 (3)	Off	off	N510 (3)	N520 (3)	N530 (3)	N570 (3)	off	off	N605 (3)	N645 (2)	off	Off	N655 (2)		
															N680 (1)	N680 (1)			N680 (1)		

*Undergraduate or graduate statistics completed prior to N570 course

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Last Revised 5/2023

MSN and Statistics Course Descriptions

The MSN program includes a total of 13 nursing courses, completed for each program track. Of these 13 courses, 7 are program core courses and 6 are track specific courses. The Nurse Educator track includes a total of 37 semester hour credits and the Nursing Leadership and Management track includes a total of 37 semester hour credits. Students complete an undergraduate or graduate statistics course prior to or during program enrollment, four MSU statistics course options are provided below to meet the program statistics requirement. Upon approval, alternative transfer courses many be accepted to meet this statistics course requirement.

Students are required to recognize and follow the prerequisite and co-requisite requirements for each of the required courses and to register accordingly. Students much earn a minimum grade of "C" in each required course listed below to reflect satisfactory course completion (all NURS prefix courses and Statistics course). Repeating the course may only occur once during program enrollment, only one course can be repeated during enrollment. Failure to earn a "C" grade for any prerequisite course will require the student to repeat the course and demonstrate satisfactory completion prior to being permitted to enroll in subsequent courses.

Graduate Nursing Core Course Descriptions

*The following core courses are to be completed within both MSN tracks.

NURS 550: Theories and Concepts for Advanced Nursing Practice (3 SH Credits)

This course focuses on analysis of a variety of nursing and related theories and concepts that guide advanced nursing practice across diverse populations. Additionally, this course will explore the interrelatedness of core nursing professional theories and values to support intentional collaboration across professions and professional partnerships to provide team-based, person-centered care. Prerequisite: Admission to the MSN Program.

NURS 560: Health Promotion and Disease Prevention (3 SH Credits)

This course examines concepts of health promotion and disease prevention across the lifespan to synthesize nursing knowledge and plan evidence-based practice interventions to improve equitable population health outcomes by focusing on diversity and inclusion. The nurse's role in advocating for, developing, and implementing policy at the community level with particular attention on responses to crises such as emergencies, disasters, or pandemics will be explored. Prerequisite: Admission to the MSN Program

NURS 570: Advanced Nursing Research (3 SH Credits)

With emphasis on the interconnectedness of theory, research, evidence-based practice, and ethics, this course will explore the research process and associated methodologies utilized to bring evidence to nursing practice. Building upon foundational understanding of research and evidence-based practice, analysis and critique of research studies and reports will foster development of knowledge and skills relevant to application and implementation of research studies. Exploration of potential MSN Independent Project topics will also be included.

Prerequisites: Admission to the MSN Program and undergraduate statistics course.

NURS 510: Advanced Informatics and Health Care Technologies (3 SH Credits)

This course will explore the field of Health Informatics specific to data collection, data organization, and critical appraisal of data to advance nursing practice, enhance care delivery by promoting safe and high-quality care, and drive decision-making. The use of health information and communication technologies best practices and standards of use will also be explored. Prerequisite: Admission to the MSN Program.

NURS 540: Contemporary Issues of the Health Care System (3 SH Credits)

This course will focus on applying systems-based thinking to proactively lead change and coordinate healthcare resources to promote quality, safe, and equitable care that is cost-effective. Emphasis will include organizational structure, financial and payment models, policy, structural racism, and systemic inequity. Prerequisite: Admission to the MSN Program.

NURS 520: Advanced Clinical Practice Concepts I (3 SH Credits)

This is the first of a two-course sequence focused on advancing knowledge of clinical practice in the areas of health assessment, pathophysiology, and pharmacology for individuals across the lifespan. With integration of advanced concepts across all three direct care areas, this course will

foster the development of in-depth knowledge and expertise necessary to lead positive patient care outcomes. Prerequisite: Admission to the MSN Program.

NURS 530: Advanced Clinical Practice Concepts II (3 SH Credits)

This is the second of a two-course sequence focused on advancing knowledge of clinical practice in the areas of health assessment, pathophysiology, and pharmacology for individuals across the lifespan. With integration of advanced concepts across all three direct care areas, this course will foster the development of in-depth knowledge and expertise necessary to provide person-centered care. Prerequisite: NURS 520- Advanced Clinical Practice Concepts I.

Nurse Educator Track Course Descriptions (16 SH Credits)

NURS 610: Foundations and Teaching Strategies for Nursing Education (3 SH Credits)

This course will explore the role of the nurse educator. Taxonomies of learning, instructional design concepts, theory-based teaching and learning strategies, and use of best evidence and innovative approaches to meet diverse learning needs will be studied with emphasis on the dynamic and continually developing nurse educator role. Prerequisite: Admission to the MSN Program.

NURS 620: Curriculum Development and Evaluation in Nursing Education (3 SH Credits)

This course will explore curriculum philosophies and theoretical processes that guide curriculum development and evaluation to foster a learner-centered environment. Current societal and educational trends, institutional factors, collaborative practices, legalities and ethics, professional and national standards, and regulations that affect nursing education curricula will be analyzed. Prerequisite: NURS 610: Foundations and Teaching Strategies for Nursing Education.

NURS 630: Assessment and Evaluation in Nursing Education (3 SH Credits)

This course is designed to provide nurse educators with the necessary knowledge and skills to measure and evaluate learning outcomes for nursing students or other nursing personnel in a variety of settings. Principles of assessment, measurement, and evaluation of individual learning outcomes and social, ethical, and legal issues associated with testing and measurement are examined. Also, measurement of program outcomes and processes of faculty and program evaluation are explored. Prerequisites: NURS 610: Foundations and Teaching Strategies for Nursing Education.

NURS 640: Nurse Educator Practicum I (2 SH Credits)

Within this practicum experience, the student will synthesize and integrate didactic learning, promote innovative thinking, and test new potential solutions to clinical/practice or system issues. In addition, the student will master patient care delivery skills, system assessment and intervention skills, and will understand organizational dynamics under the mentorship of a nurse preceptor. Focus on a population of interest and a specific role will provide the student with opportunities to lead change to improve quality care outcomes, build and lead collaborative interprofessional care teams, navigate and integrate care services across the healthcare system, design innovative nursing practices, translate evidence into practice, and advance a culture of excellence through lifelong learning. Focus on nursing education in the health care environment.

Includes 100 hours of precepted clinical experiences. Prerequisites: N630 Assessment and Evaluation in Nursing Education

NURS 650: Nurse Educator Practicum II (2 SH Credits)

Within this course, the student will integrate cognitive learning with the affective and psychomotor domains of nursing practice to acquire competence with new knowledge and skills. The student will design educational offerings based on identified learning outcomes and apply best practices regarding instruction and evaluation for culturally diverse learners under the mentorship of a preceptor. Focus on the role of the nurse educator in the academic setting will allow the student engage in educational offerings focused on leading change to improve quality care outcomes, building and leading collaborative interprofessional care teams, navigating and integrating care services across the healthcare system, designing innovative nursing practices, translating evidence into practice, and advancing a culture of excellence through lifelong learning. Focus on nursing education in the academic environment. Includes 100 hours of precepted clinical experiences. Prerequisites: N630 Assessment and Evaluation in Nursing Education

NURS 680 MSN Independent Project (3 SH credits in total; 1-3 variable credits in a semester)

This course will facilitate the development of formal research study that includes an implementation and outcomes measurement plan, implementation of approved research proposal, data collection and analysis, and dissemination of the completed project. Procedures for the protection of human subjects and IRB approval processes will be included. Additionally, a portfolio will be developed to showcase MSN Program student achievements. Minimum of 3 credits (total) in MSN Independent Project will be needed for MSN program requirements. S/U Grading. Pre-requisites: NURS 570: Advanced Nursing Research

Nursing Leadership & Management Track Course Descriptions (16 SH Credits)

NURS 600: Foundations of Effective Nurse Leadership and Management (3 SH Credits)

Guided by the philosophical and theoretical underpinnings foundational to leadership and management, this course will examine the knowledge, skills, and abilities necessary to develop effective nurse leaders and managers. Topics of focus include personal and professional accountability, compliance with licensing and regulatory requirements, and change management. Prerequisite: Admission to the MSN Program.

NURS 605: Nurse Management Business Skills and Principles (3 SH Credits)

This course will focus on fundamental business skills and principles aligned with nurse management and organizational goals in the provision of efficient and cost-effective quality health care. Topics of focus include nurse succession planning, organizational governance, and financial and strategic management. Prerequisites: N600 Foundations of Effective Nursing Leadership and Management.

NURS 615: Optimizing the Complex Health Care Environment (3 SH Credits)

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Guided by the roles and responsibilities of the nurse administrator outlined in the standards of practice for nursing administration, this course will explore the organizational structures that influence health care quality and positive patient outcomes. Topics of focus include human resource management, relationship management, organizational performance improvement, and risk management. Prerequisites: N600 Foundations of Effective Nursing Leadership and Management.

NURS 645: Nursing Leadership & Management Practicum I (2 SH Credits)

Within this practicum experience, the student will synthesize and integrate didactic learning, promote innovative thinking, and test new potential solutions to clinical/practice or system issues. In addition, the student will master patient care delivery skills, system assessment and intervention skills, and will understand organizational dynamics under the mentorship of a nurse preceptor. Focus on a population of interest and a specific role will provide the student with opportunities to lead change to improve quality care outcomes, build and lead collaborative interprofessional care teams, navigate and integrate care services across the healthcare system, design innovative nursing practices, translate evidence into practice, and advance a culture of excellence through lifelong learning. Focus on nursing leadership and management in the long-term care, ambulatory, or public health setting. Includes 100 hours of precepted clinical experiences. Prerequisites: NURS 615 Optimizing the Complex Health Care Environment

NURS 655: Nursing Leadership & Management Practicum II (2 SH Credits)

Within this practicum experience, the student will synthesize and integrate didactic learning, promote innovative thinking, and test new potential solutions to clinical/practice or system issues. In addition, the student will master patient care delivery skills, system assessment and intervention skills, and will understand organizational dynamics under the mentorship of a nurse preceptor. Focus on a population of interest and a specific role will provide the student with opportunities to lead change to improve quality care outcomes, build and lead collaborative interprofessional care teams, navigate and integrate care services across the healthcare system, design innovative nursing practices, translate evidence into practice, and advance a culture of excellence through lifelong learning. Focus on nursing leadership and management in the acute care setting. Includes 100 hours of precepted clinical experiences. Prerequisites: NURS 615 Optimizing the Complex Health Care Environment

NURS 680 MSN Independent Project (3 SH credits in total; 1-3 variable credits in a semester)

This course will facilitate the development of formal research study that includes an implementation and outcomes measurement plan, implementation of approved research proposal, data collection and analysis, and dissemination of the completed project. Procedures for the protection of human subjects and IRB approval processes will be included. Additionally, a portfolio will be developed to showcase MSN Program student achievements. Minimum of 3 credits (total) in MSN Independent Project will be needed for MSN program requirements. S/U Grading. Pre-requisites: NURS 570: Advanced Nursing Research

Statistics Requirement includes one of the following courses:

BUSN 416 Business Statistics & Research (**3 SH credits**) This course examines and applies foundational concepts of probability and statistics in a business research setting. Included are the

research processes of problem formulation; research design; data analysis; and, appropriate reporting of research results. Data analysis includes inferential statistics techniques such as estimation; hypothesis testing; analysis of variance; simple and multiple regression; and a limited number of non-parametric procedures. It is strongly recommended that students have a knowledge of Excel before taking this course.

PSYC 310 Statistics for the Social Sciences **(3 SH credits)** This course will introduce the students to the concepts of measurement and probability, descriptive and inferential statistics, and hypothesis testing as applied to measurement and experimentation in the social sciences. Various measurements of central tendency and variability will be presented and both non-parametric and parametric tests and their uses will be explored. (Prerequisite: PSYC 111, MATH 103, PSYC 460; junior or senior standing) (available on campus only)

MATH 323 Probability and Statistics **(3 SH credits)** A course beginning with the study of probability and continuing with the mathematical theory of statistics from the set theoretic point of view. (Prerequisite: MATH 103, or equivalent)

UNIV 350 Statistics for the Social Sciences **(3 SH credits)** This course is designed to familiarize students with fundamental statistical concepts and techniques. The course covers many of the common statistics used in the social sciences and highlights data analysis and research applications. Although this course is designed for the social sciences, the concepts and techniques presented in this course apply broadly to other disciplines. (Pre-/Co-requisites: MATH 103, or equivalent)

Note: Each of the above statistics courses has a pre-requisite requirement of MATH 103: College Algebra, or equivalent. All transfer students who have not yet completed College Algebra, or equivalent, will be required to complete this pre-requisite requirement prior to statistics course enrollment.

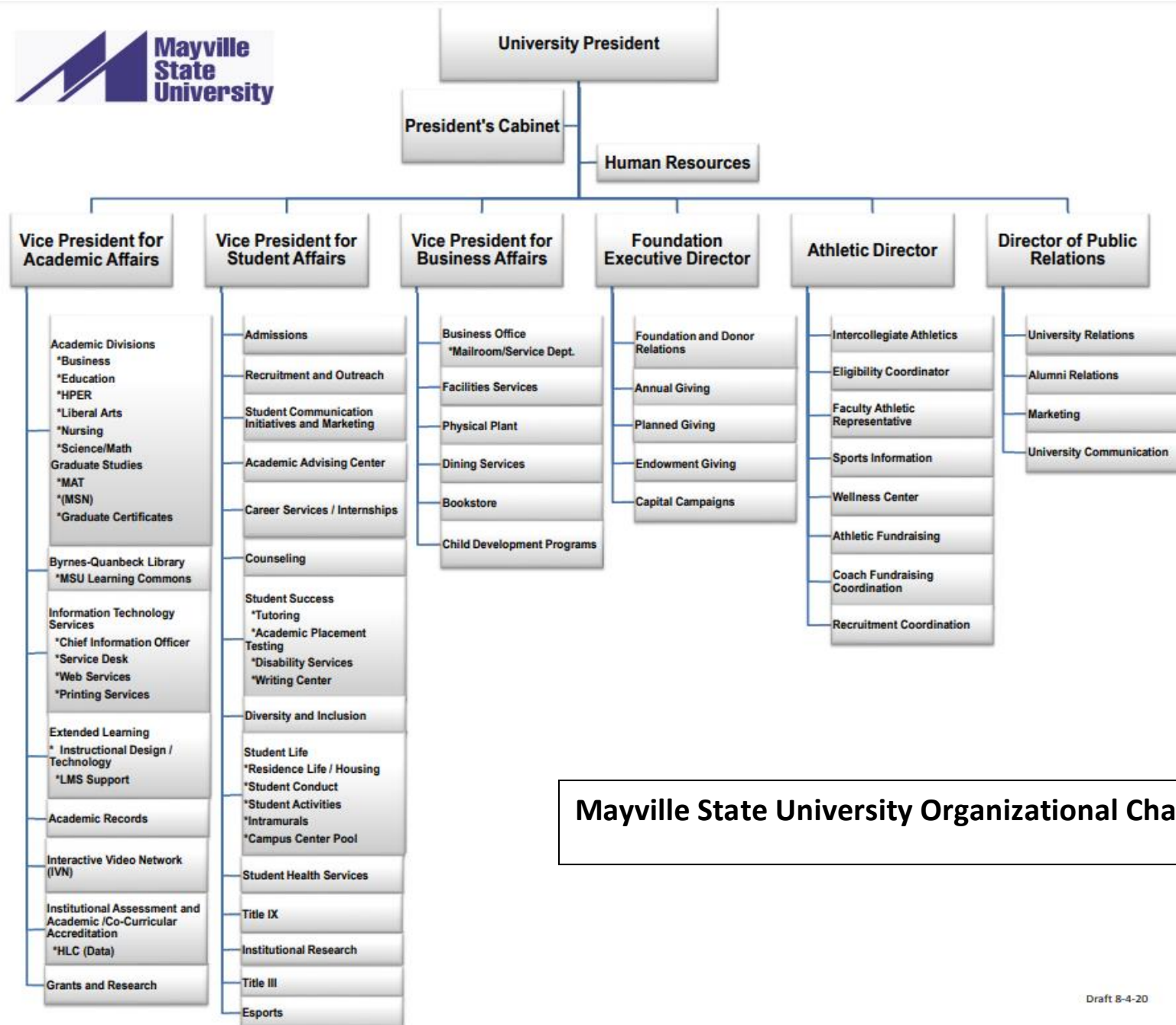# Mayville State University Policies and Procedures

Refer to the following Mayville State University resources for student policies and procedures. All campus and academic policies for the MSN program are consistent with the University.
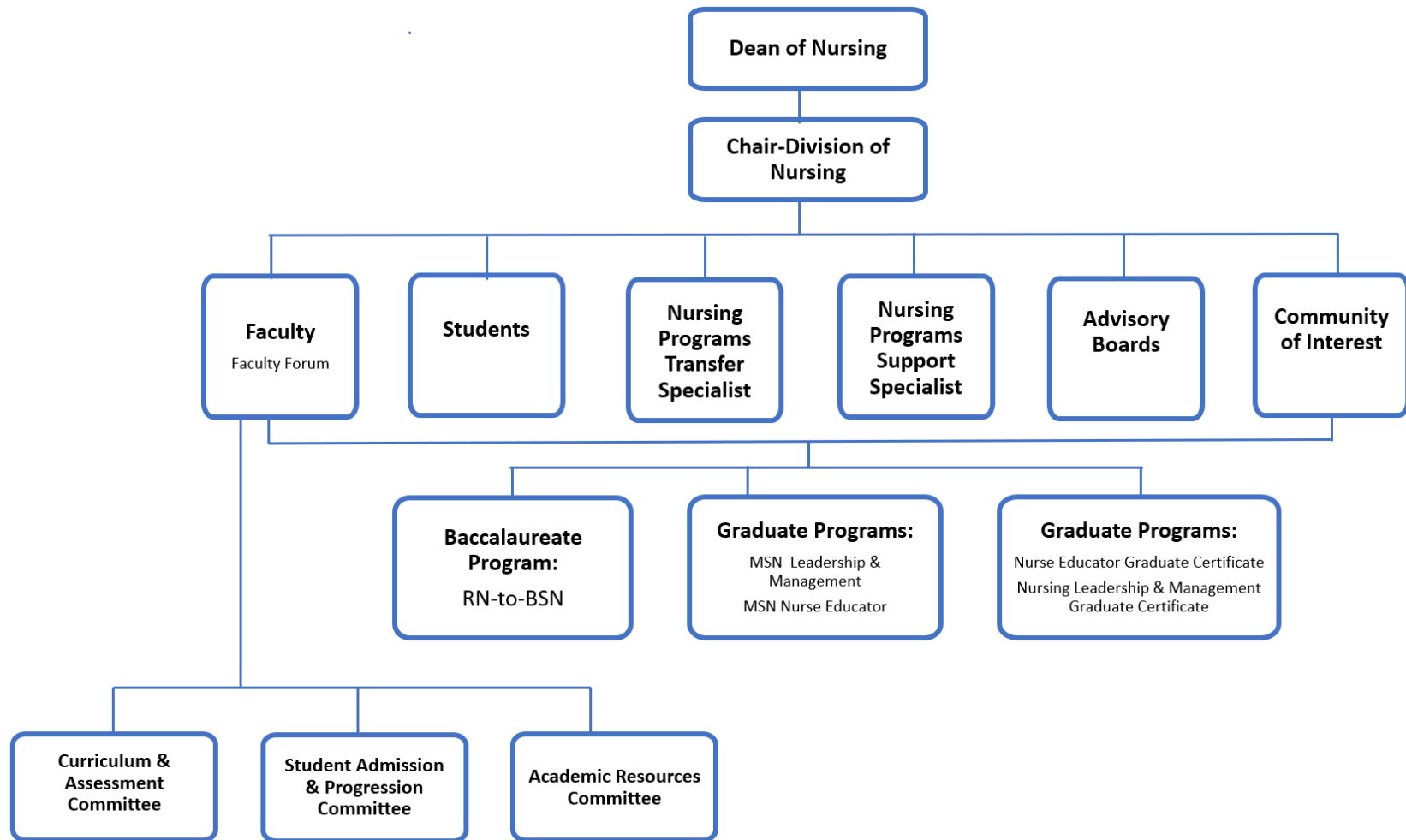
MSU Reports and Policies

Distance Student Handbook

University Student Handbook

Academic Catalog & Calendar

Mayville State University

University President

President's Cabinet

Human Resources

Vice President for Academic Affairs

- Academic Divisions
  - *Business
  - *Education
  - *HPER
  - *Liberal Arts
  - *Nursing
  - *Science/Math
- Graduate Studies
  - *MAT
  - *(MSN)
  - *Graduate Certificates
- Byrnes-Quanbeck Library
  - *MSU Learning Commons
- Information Technology Services
  - *Chief Information Officer
  - *Service Desk
  - *Web Services
  - *Printing Services
- Extended Learning
  - * Instructional Design / Technology
  - *LMS Support
- Academic Records
- Interactive Video Network (IVN)
- Institutional Assessment and Academic /Co-Curricular Accreditation
  - *HLC (Data)
- Grants and Research

Vice President for Student Affairs

- Admissions
- Recruitment and Outreach
- Student Communication Initiatives and Marketing
- Academic Advising Center
- Career Services / Internships
- Counseling
- Student Success
  - *Tutoring
  - *Academic Placement Testing
  - *Disability Services
  - *Writing Center
- Diversity and Inclusion
- Student Life
  - *Residence Life / Housing
  - *Student Conduct
  - *Student Activities
  - *Intramurals
  - *Campus Center Pool
- Student Health Services
- Title IX
- Institutional Research
- Title III
- Esports

Vice President for Business Affairs

- Business Office
  - *Mailroom/Service Dept.
- Facilities Services
- Physical Plant
- Dining Services
- Bookstore
- Child Development Programs

Foundation Executive Director

- Foundation and Donor Relations
- Annual Giving
- Planned Giving
- Endowment Giving
- Capital Campaigns

Athletic Director

- Intercollegiate Athletics
- Eligibility Coordinator
- Faculty Athletic Representative
- Sports Information
- Wellness Center
- Athletic Fundraising
- Coach Fundraising Coordination
- Recruitment Coordination

Director of Public Relations

- University Relations
- Alumni Relations
- Marketing
- University Communication

Mayville State University Organizational Chart

Draft 8-4-20

Division of Nursing Organizational Chart

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                          Dean of Nursing
                                │
                        Chair-Division of
                            Nursing
                                │
    ┌──────────┬──────────┬──────────┬──────────┬──────────┐
  Faculty    Students   Nursing     Nursing    Advisory   Community
 Faculty Forum          Programs    Programs    Boards    of Interest
                        Transfer    Support
                        Specialist  Specialist
```

Faculty
Faculty Forum

Students

Nursing Programs Transfer Specialist

Nursing Programs Support Specialist

Advisory Boards

Community of Interest

Baccalaureate Program:

RN-to-BSN

Graduate Programs:

MSN Leadership & Management

MSN Nurse Educator

Graduate Programs:

Nurse Educator Graduate Certificate

Nursing Leadership & Management Graduate Certificate

Curriculum & Assessment Committee

Student Admission & Progression Committee

Academic Resources Committee

Created 11/2019
Last Revised 5/2023

MSN Program Advisory Board

Purpose: Consistent with the program's mission, the board will be a resource in creating and maintaining a program that as its primary goal the education of nurses to serve those in their care and to contribute to the profession of nursing. One of the unique contributions of the board is to assist the program in maintaining relevancy in the lives of students, the health care system, and the academic community.

Functions
1. Consider issues in health care and nursing education that have an impact on the preparation of students for the practice of professional nursing.
2. Provide additional perspectives on the nursing curriculum.
3. Promote meaningful learning and practice experiences for students.

MSN Program Advisory Board Membership
1. Dean and/or Division of Nursing Chair (Committee Chair).
2. All full-time faculty members from the Division of Nursing.
3. Maximum of two faculty members within the university from a related academic division who serve on graduate capstone committees.
4. Maximum of three representatives from partner nursing programs.
5. Maximum of five members from the health care community.
6. Maximum of two members from rural communities.
7. Maximum of five members from academic and industry partners providing support for student practicum experiences.
8. One member from the Office of Extended Learning.
9. Maximum of two current students representing different admissions.
10. Maximum of two alumni of the program (2-year terms).
11. Ex-officio member: MSU Vice President for Academic Affairs.

Meetings
1. Held annually each fall semester for the MSN program, additional meetings may be held as appropriate. Program updates will be provided in newsletter handout each spring semester for the MSN program.
2. Are scheduled a minimum of two weeks in advance of the meeting with invitation to all members.
3. Convened by the Division of Nursing Chair who with input from the Division of Nursing faculty and relevant board members creates an agenda and distributes it prior to the meeting.

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Division of Nursing Committees

The Division of Nursing promotes a shared governance model through active implementation of a robust committee structure. Incorporating faculty and student partnership, this committee structure includes an overarching Faculty Forum, composed of all full and part time nursing faculty, and two student representatives currently enrolled in each of the nursing programs. Three sub-committees of the Faculty Forum including the Student Admissions and Progression Committee, the Curriculum and Assessment Committee, and the Academic Resources Committee, each with specific roles and responsibilities, ensure full implementation of the program's plan for continuous quality improvement and report directly to the Faculty Forum.

Student Representation at Faculty Meetings
Two student representatives for the MSN program (one from each graduate program track) will be selected by the enrolled student group to represent the student body at faculty meetings, especially where curriculum and student activities are discussed. Meetings will be scheduled for the Faculty Forum and all sub-committees outlined above across the semester. Student representatives will be encouraged to attend all or a portion of each of these meetings, depending upon the exact nature of the agenda items. Student representatives will not be permitted to sit in during closed sessions where confidential information is discussed. All enrolled students will be notified of the semester schedule for each of these faculty meetings within the Graduate Nursing Student Forum. Students are encouraged to notify the student representatives of any items desired for discussion within these meetings. The student representatives serve in an ex-officio role without voting rights. The representatives may initiate ideas and recommendations on policies, procedures, or concerns related to the nursing program. Representatives may also respond to recommendations made by faculty or students.

Nursing Program Advisement

- The Advisee-Advisor list is developed by the Chair of the Division of Nursing, or designee, **after admission to major**.

- Advisee-Advisor assignments are posted within ConnectND where students register.

- Advisees may request an Advisor change at any time by submitting written request to the Chair of the Division of Nursing.

- The faculty advising role focuses on **academic** advising. Other university support services are available through referral and provide information concerning resources to students.

- Advisors are available to each student by appointment during scheduled virtual office hours, or as arranged. Students are encouraged to meet with Advisors each semester for assistance with academic planning and registration.

- Graduation requirements for the graduate nursing major are in accordance with the requirements for a Master of Science in Nursing degree outlined in the *Mayville State University Academic Catalog.*

- While enrolled in the MSN Program, students must always maintain a valid unencumbered RN license in his/her state of residence.

- Progression in the major is determined by successful completion of nursing courses. All nursing courses have designated pre/co requisite courses that determine the exact sequencing of courses. All pre/co requisites must be followed, see Full-time and Part-time Course Rotation Plan of Study for recommended program course sequencing for the chosen MSN program track. Students must earn a minimum grade of "C" in each nursing program course for successful completion.

- It is **the student's** responsibility to **initiate** meetings with his/her advisor.

- It is **the advisor's** responsibility to lend support and guidance as requested.

- A written plan of study will be created upon program enrollment by the student using the appropriate MSN Program Plan of Study (POS) form. By the second week of the semester, the POS form will then be submitted to the Blackboard Graduate Nursing Student Forum for advisor review and approval. This will be used as a formal plan to guide the student's progression in the program. The advisor and student will review the Plan of Study each semester with modification as needed.

- Modifications to the established Plan of Study must be formally communicated with the advisor, in writing, to ensure course availability. Modifications should be made within the previously established POS document and emailed to the advisor for review and approval. Modification dates will be indicated at the bottom of the POS form. Chair of the Division of Nursing review of POS forms and requested modifications will be sought by the advisor, as necessary.

- Students have three days including the first day of classes to add in respective 5-week sessions. Classes dropped within the first three days will not appear as "W." Students have 24 days to withdraw from a five-week session class. All drops or withdrawals for the MSN Nursing 5-week block classes will be handled by the program administrator. Send email to: Shannon.skovlund@mayvillestate.edu.

- The grading system for students adding a NURS course after the first day of instruction will not be modified. The student will be expected to complete all assignments, reading, and projects missed with the due date as prescribed by instructor. Late arrivals will only be granted by the Chair of the Division of Nursing on a case-by-case basis.

Student Support Services

Library Services

The following online resources are provided by the [Mayville State University Library:](#)

[Books and More:](#) Catalogs and databases for books and eBooks
[Articles and More:](#) Articles from newspapers, journals, and other periodicals
[Multimedia Resources:](#) Find videos, pictures, and other multimedia resources
[Online Reference Sources:](#) Online encyclopedias and tutoring services
[Resources for Specific Classes:](#) Librarian-designed pathfinders for specific courses
[Video How-Tos:](#) Videos that will show you how to use the library and its resources

For additional information relate to library services:
[Mayville State Library](#)

Use the following link to access the Division of Nursing Library Resource Guide [DON Library Resource Guide](#)

Information Technology Services Support

Online students are encouraged to contact the Information Technology Services for any technology related needs. Use the following link to access the Information Technology Services and to identify specific hours of availability:
[Mayville State University ITS](#)

The North Dakota University System Information Technology Services, [NDUS Help Desk](#), is open 24 hours, 7 days a week and provides technical support for the following systems and applications:
- NDUS Account IDs and passwords
- ConnectND applications, including [Campus Solution/Campus Connection](#), [Financials](#), and [HRMS](#)
- ALT applications of Blackboard and Blackboard Collaborate.
- Office 365:
    - Password changes
    - 'How To' support for Exchange Email & Calendar
    - Support for SharePoint, Unified Communication and Presenter, or creating new resources or distribution lists is currently not provided
- Live@EDU--Best effort 'How To' support

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Student Success and Disability Support Services

Remote access to both the **Student Success Center** and the **Writing Center**, including a variety of hours of availability and access of services via phone, Blackboard Collaborate are available to ensure online students have access to these resources.

        Student Success Center

The Student Success Center provides focused content-area developmental instruction, peer tutoring, traditional study groups, disability support services and counseling referrals for students (see [Student Success Center Website](#)). Services in various areas of support are available to any student who would like to enhance his or her academic experience at Mayville State University. Services and resources include:

- FREE traditional study groups and individual tutoring.
- Supported instruction in core classes such as math, history, and psychology as well as discipline specific classes.
- NetTutor online tutoring services for all students. Nursing students primarily utilize this tutoring service for statistics tutoring as well as the Nursing Essays tutor which allows for review and feedback on student papers by a minimum master's prepared nurse educator.
- Referral to counseling services.
- Services for students with documented disabilities which can include, but are not limited to extended testing time, testing in a quiet room, test reader, note-taker, or a scribe.
- COMPASS testing.

        Writing Center

The MSU Writing Center staff help students with brainstorming, research, organization, paragraphing, word choice, style, editing and documentation in course assignments. The Writing Center (see [MSU Writing Center Website](#)) helps students work through ideas, access their knowledge stores, and effectively put their ideas on paper. The writing center employs a rhetorical approach to the writing process, helping to achieve specific student goals for a particular audience, in the context of an academic course. The Writing Center is useful for every writer, at every level, and in any discipline. The Writing Center offers access to writing consultants with diverse academic backgrounds, one-on-one sessions focused on brainstorming, clarifying ideas, developing drafts, revising, editing, and documentation, thirty-minute appointments that are free of charge to students and feedback forms may be sent to instructors to communicate work done at the writing center as desired or required.

        Eligibility for Disability Support Services

Reasonable Accommodations:

There are conditions for which accommodations may be appropriate under the American with Disabilities Act. The MSN Program will make all reasonable accommodations required by law for otherwise qualified individuals. To receive accommodations, the student must contact the Director of Student Success and Disabilities Services.

Written professional documentation, not an IEP, substantiating a student's disability is required to access specialized services. This information is used to determine appropriate and reasonable accommodations for students with disabilities in the North Dakota University System.

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For more information related to available disability support services refer to: MSU Disability Support Services.

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.

Online Program Computer/Technology Requirements

Background Knowledge
To take online courses through Mayville State, you should be familiar with the following:
- Basic operation of a computer.
- An Internet browser such as Mozilla Firefox or Chrome.
- Sending and receiving e-mails.
- Microsoft Word.
- Access to Computers and the Internet

To complete online courses, you will need regular access to a computer and internet access. High speed internet access is highly recommended for all courses and is required for some courses.

General Requirements	
On-Campus Courses	**Laptop or tablet** computer with an integrated **front-facing webcam**, **HDMI** output, **speakers**, and **microphone**
Distance Courses	Computer with **Webcam** and **headset with microphone**.
Chromebooks, Chrome OS devices, iPads, and mobile devices such as iOS or Android phones or tablets do not meet the technology requirements.	

Windows PC (Preferred)	
Operating System	Windows 10 (Windows 11 not fully supported at this time)
Processor	10th Generation Intel i5
Memory	8 GB RAM preferred
Storage	256 GB hard drive (solid state recommended)
Video	1280 x 800 resolution or higher
Browser	One of: Chrome, Firefox

Mac **	
* ** Certain online applications, hardware drivers, or software packages may not function correctly or be compatible with Mac computers. Courses may require the purchase of additional software for Mac computers.	
Operating System	Mac OS X version 10.15 or newer
Processor	Intel processor
Memory	4 GB RAM or more
Storage	40 GB free hard disk space or more
Video	1280 x 800 resolution or higher

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Browser	One of: Chrome, Firefox, Safari
Additional Software	Microsoft Silverlight 3 or newer

Additional Recommendations/Requirements	
General	Windows-based PC (Recommended)
Software	Some courses require the use of Microsoft Office applications. Microsoft Office (Word, Excel, PowerPoint, etc.) is available to all Mayville State students.

Software Downloads:
Firefox www.mozilla.com/en-US/firefox/ie.html
Java http://www.java.com/en/download/
Adobe Reader Download http://get.adobe.com/reader/

Internet Access

Distance learners must secure their own Internet Service. Consult local listings for Internet Service Providers. Free access to the Internet may be available at some businesses.

    Minimum Requirement: 56Kbs (sustained data transfer rate)
    Recommended Service: 256Kbs or higher (achieved via DSL, Cable service, or wireless services)

For assistance related to computer/technology requirements please contact the Information Technology Services on campus. Use the following link to access this support service:
Mayville State University Help Desk

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Last Revised 5/2023

Nurse Educator Track & Nursing Leadership & Management Track
Practicum Requirements

The MSN program includes two 100-hour practicum requirements each across a 10-week block, in an approved academic and/or healthcare setting (see practicum course descriptions for more information).

- Students must maintain unencumbered RN licensure according to the state board of nursing requirements in their state of residence and state of employment throughout program enrollment. Additional state licensures may be required for clinical placements.
- Throughout the practicum experience the student functions under his/her RN license, however, the academic institution and/or healthcare agency preceptor must be in agreement with and oversee all care provided by the student during the scheduled hours.
- All students must have current approval for practice verified by a criminal background check. A criminal background check will be verified upon program admission and results must be made available to MSU and associated practicum sites. Practicum placements will be contingent upon clearance for practice, verified by the criminal background check, and lack of clearance will prevent the student from beginning, remaining involved, and/or completing the practicum course.
- Dress code of students for practicum is to be in accordance with the respective institution/agency policies.
- Name tags, provided by the nursing program, are to be worn by the student during all practicum experiences.
- Students are responsible for their own transportation and auto insurance affiliated with practicum experiences.
- Due to liability issues, students are not allowed to transport clients or families in vehicles.
- Practicum experiences associated with the program will not be conducted during a student's scheduled time of employment.
- Formal contracts are required between Mayville State University Division of Nursing and the student's identified practicum site, a student may not participate in any activities associated with the practicum experience prior to the nursing program's receipt of the signed contract.
- Faculty reserve the right to make final decisions regarding site placement for practicum experiences.
- Students are accountable to all policies and procedures outlined within the Practicum Experience Handbook.
- Required clinical documentation for clinical placement is provided in detail in the MSN Practicum Experience Handbook and the Graduate Nursing Student Forum under the 'Verified Credentials and Clinical Documentation' tab.

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Last Revised 5/2023

Essential Functional Abilities

As required by Section 504 of the Rehabilitation Act, appropriate and reasonable accommodations will be made for all students with documented disabilities. If you need accommodations while enrolled in the program because of a disability, please inform the Chair of the Division of Nursing upon admission. You must also contact the Disability Support Services Director.

Nurses must possess the knowledge, skills and abilities to provide safe and effective nursing care. The essential functional abilities necessary have been identified by the National Council of State Boards of Nursing and the Mayville State University nursing program adheres to these standards. Students are required to be able to perform the functional abilities and activities with or without reasonable accommodations as required by law. The nursing program is committed to providing reasonable accommodations and creative access in assisting nursing students who have disabilities to fulfill practicum and professional requirements. Recognizing that technical skills are but one component of holistic care the nursing program is willing to address certain special needs of the students. Some limitations in ability can be accommodated with special devices or special circumstances; others cannot. The ultimate determination regarding the reasonableness of accommodations will be based upon the preservation of client safety and the resources of Mayville State University nursing program.

Essential Functions:
1. Must have verbal and writing skills sufficient to respond promptly in communications with clients and health care workers.
2. Must have sufficient close and distant visual acuity and color perception to observe the condition of the client.
3. Must have sufficient hearing to respond to auditory instructions and requests when not able to see lips, to monitor equipment and to perform auditory auscultation.
4. Must be able to maintain balance, stand and walk for 80% of the practicum time.
5. Must be able to push or pull 25 pounds.
6. Must have the ability to stoop and squat.
7. Must have physical strength and mobility to safely lift and maneuver clients without injury to the client, self, or other health care workers and respond to medical emergencies such as performing CPR.
8. Must have fine motor skills and dexterity to manipulate equipment such as that used to prepare and administer medications and carry out sterile technique.
9. Must have reading ability sufficient to comprehend 10th grade level writing and arithmetic competence at an 8th grade level.
10. Must have the emotional stability to perceive and deal appropriately with environmental threats/ stressors and continue to function satisfactorily during high stress periods.
11. Must be able to protect oneself and others from hazards in the health care environment, including needles and other sharp instruments.

The intent of this list of essential functions is not necessarily to restrict but to help individuals get a better idea of potential barriers to successful completion of the nursing program.

Procedure for Requesting Accommodation

Reasonable accommodations may include adjustments in course materials, instructional methods or physical environments that do not change the essential nature or academic and technical standards of the course or practicum experience.

1. Students will be informed of the Essential Functional Ability Policy upon admission.

2. The student will identify his/her capacity to meet the functional abilities.

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3. If limitations in functional abilities are identified, the student is responsible for consulting with a qualified practitioner for further evaluation.

4. If a limitation is verified by the practitioner, the student must present suggested accommodations in writing to the Chair of the Division of Nursing for consideration.

5. The faculty, in consultation with the Disability Support Services Director will determine which accommodations are reasonable, available, and preserve patient safety.

Personal Safety and Injury Prevention

Throughout practicum experiences, personal safety and injury prevention remain of utmost importance. See the MSN Practicum Experience Handbook for specific policies and procedures related to personal safety and injury prevention during the student practicum experience. Should an event related to personal safety or injury occur, the student and practicum preceptor, in collaboration with the practicum instructor, are to implement the incident reporting process outlined within the practicum experience handbook.

Protection of Student Information

Confidentiality of Student Information

The nursing program complies fully with the Family Educational Rights and Privacy Act. (FERPA). In keeping with FERPA, the privacy of students' educational records is protected and the rights of the students to inspect and review their educational records are guaranteed. Guidelines for the correction of inaccurate and misleading data can be obtained in the Registrar's Office at Mayville State University. Educational information is released only upon the written request or authorization of the student, or in compliance with FERPA. (Exceptions may include university officials, faculty, advisors, accrediting agencies, student emergencies, and for financial aid purposes.) Mayville State University may also provide public information, referred to as "directory information," in accordance with the provisions of FERPA. Students may withhold certain directory information by notifying the Registrar in writing at the beginning of each semester. A complete statement of a student's rights under FERPA is available in the office of the Registrar. The educational records of nursing students are kept in locked filing cabinets in the nursing program office.

Departmental Student Folder

Student folders are maintained in the office of the Chair of the Division of Nursing and within the secure online server. Practicum placement information and required documentation are maintained within a secure data management system made available by a contracted vendor, Verified Credentials, Inc. Student folders are initiated with receipt of admissions materials to the nursing program. Student folders for persons who are accepted to the nursing program and subsequently begin enrollment in nursing courses will be maintained for five years following program completion, as per the NDUS Records Retention policy 1912.7. While the student is actively enrolled in the nursing major, the student folder will include, but not be limited to:

1. Admission Application Materials for the Major
2. Transfer evaluation documents including copies of official transcripts and cumulative GPA calculation worksheet
3. Decision documentation and letters regarding program admission status
4. Evidence of current RN licensure and CPR certification
5. Approved Plan of Study and associated advising documents
6. Miscellaneous correspondence such as public service, academic status, scholarships/awards, recommendations, and testing.
7. Documentation associated with program related disciplinary action
8. Practicum placement information and required documentation
9. Practicum course evaluation documentation (preceptor feedback and instructor evaluation)

Note: Any print documentation received relating to the Criminal background checks will be confidentially maintained in a folder separate from the student folder and accessed only by the Chair of the Division of Nursing and individuals designated by Mayville State University to review such information.

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Upon receipt of written request, the student may review his/her student folder. Appeals may be submitted to the Faculty Forum 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 student concerns process as described in the *MSU Student Handbook.*

After program completion, some information from student folders will be transferred into cumulative confidential departmental files for purposes of program evaluation. Students, upon graduation, will be asked to sign the "Permission to Use Student Work" form. Any student identifiers will be removed from these documents prior to sharing any of his/her work with any individuals outside of the program faculty or staff. Students who are unwilling to provide this consent will not be required to share his/her work. A record of graduates' addresses will be maintained to facilitate contact with alumni, program evaluation and other such activities. Graduates desiring references related to their school career will be required submit written request for reference completion, using the Consent to Serve as a Reference form, to the associated course faculty. Failure of completion of this consent will result in faculty refusal to complete requested reference. Reference requests received directly from outside institutions/parties will not be honored without submission of a completed consent form. Faculty reserve the right to decline completion of reference request and will provide rationale for declination as indicated. A permanent transcript is maintained in the Records Office. Requests for copies of the MSU transcript should be made to the MSU Records Office.

Student Folder Procedures
1. Student folders will be maintained in a supervised area and secured in a locked file cabinet accessed only by faculty and staff of the Nursing Department.
2. Student folders are to be used by departmental faculty and staff only.
3. If a student wishes to review his/her departmental folder, it will be secured from and reviewed in the presence of the department faculty or staff and returned for secure filing.
4. Items as described in the student folder policy may be placed in the student folder by the departmental staff. Students may submit records of honors, awards, published articles, and other such items to their faculty advisor for inclusion in the student file.

Student folders begun for persons who do not enroll in courses for the nursing major within three years of applying for admission, will be destroyed, as per the NDUS Records Retention policy 1912.7. Folders to be destroyed will first be reviewed by the Faculty Forum Committee and Chair of the Division of Nursing to determine if for some reason the folder should be retained. If an inactive student wishes to reactivate application for admission within that three-year period, s/he will be asked to submit updated application materials. Should a past applicant desire to enter or reenter the nursing program after the three years, it will be necessary to generate a new student folder with current application materials.

Mayville State University Division of Nursing

PERMISSION TO USE STUDENT WORK

I, the undersigned, am a current student at Mayville State University, and hereby give permission to Mayville State University to use my papers, course assignments, or other student created materials for accreditation or teaching purposes.

I understand my name will be removed from the student work. I understand that my student work will not be given out for other students to keep and will be kept on file either on paper within the nursing program or electronically but not in a public file.

Name: _____ Signature: _____ Date: _____
(*Please Print*)

Mayville State University
Division of Nursing
Consent to Serve as a Reference

I have requested _____ to write (or verbally

provide) a recommendation for the position of _____

to the following institutions and/or individuals:

_____ I waive my right to examine this recommendation.

_____ I do not waive my right to examine this recommendation.

_____
(Applicant's Signature)   (Date)

Date of Faculty Receipt _____

Outcome of Reference Request:

□ Reference request completed

□ Reference request denied

□ Student notified

Code of Ethics

In addition to the *Code of Ethics* in the MSU Student Handbook, nursing students are expected to comply with the American Nurses Association (ANA) *Code of Ethics for Nurses with Interpretive Statements* retrieved from [ANA Code of Ethics](#)

Preface | Code of Ethics for Nurses

Ethics is an integral part of the foundation of nursing. Nursing has a distinguished history of concern for the welfare of the sick, injured, and vulnerable and for social justice. This concern is embodied in the provision of nursing care to individuals and the community. Nursing encompasses the prevention of illness, the alleviation of suffering, and the protection, promotion, and restoration of health in the care of individuals, families, groups, and communities. Nurses act to change those aspects of social structures that detract from health and well-being. Individuals who become nurses are expected not only to adhere to the ideals and moral norms of the profession but also to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive. A code of ethics makes explicit the primary goals, values, and obligations of the profession.

The ANA *Code of Ethics for Nurses* serves the following purposes:

- It is a succinct statement of the ethical obligations and duties of every individual who enters the nursing profession.
- It is the profession's nonnegotiable ethical standard.
- It is an expression of nursing's own understanding of its commitment to society.

There are numerous approaches for addressing ethics; these include adopting or subscribing to ethical theories, including humanist, feminist, and social ethics, adhering to ethical principles, and cultivating virtues. The ANA *Code of Ethics for Nurses* reflects all of these approaches. The words "ethical" and "moral" are used throughout the ANA *Code of Ethics for Nurses*. "Ethical" is used to refer to reasons for decisions about how one ought to act, using the above-mentioned approaches. In general, the word "moral" overlaps with "ethical" but is more aligned with personal belief and cultural values. Statements that describe activities and attributes of nurses in the ANA *Code of Ethics* are to be understood as normative or prescriptive statements expressing expectations of ethical behavior.

The ANA *Code of Ethics for Nurses* uses the term *patient* to refer to recipients of nursing care. The derivation of this word refers to "one who suffers," reflecting a universal aspect of human existence. Nonetheless, it is recognized that nurses also provide services to those seeking health as well as those responding to illness, to students and to staff, in healthcare facilities as well as in communities. Similarly, the term *practice* refers to the actions of the nurse in whatever role the nurse fulfills, including direct patient care provider, educator, administrator, researcher, policy developer, or other. Thus, the values and obligations expressed in the ANA *Code of Ethics for Nurses* apply to nurses in all roles and settings.

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The ANA *Code of Ethics for Nurses* is a dynamic document. As nursing and its social context change, changes to the ANA *Code of Ethics* are also necessary. The ANA *Code of Ethics for Nurses* consists of two components: the provisions and the accompanying interpretive statements. There are nine provisions. The first three describe the most fundamental values and commitments of the nurse; the next three address boundaries of duty and loyalty, and the last three address aspects of duties beyond individual patient encounters. For each provision, there are interpretive statements that provide greater specificity for practice and are responsive to the contemporary context of nursing. Consequently, the interpretive statements are subject to more frequent revision than are the provisions. Additional ethical guidance and detail can be found in ANA or constituent member association position statements that address clinical, research, administrative, educational, or public policy issues.

The ANA *Code of Ethics for Nurses with Interpretive Statements* provides a framework for nurses to use in ethical analysis and decision-making. The ANA *Code of Ethics* establishes the ethical standard for the profession. It is not negotiable in any setting nor is it subject to revision or amendment except by formal process of the House of Delegates of the ANA. The ANA *Code of Ethics* is a reflection of the proud ethical heritage of nursing, a guide for nurses now and in the future.

Provision 1
The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2
The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3
The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4
The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

Provision 5
The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6
The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7
The nurse, in all roles and settings, advances the profession through research and scholarly

inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8
The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9
The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Nursing Program Critical Standards

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

1. The Nursing Program and affiliated agency policies, procedures, and communication protocols are followed.
2. Critical incidents are recognized and reported to appropriate agency personnel and program faculty.
3. The student 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. Any form of academic dishonesty (e.g., plagiarism, cheating, and misrepresentation) may result in disciplinary action. According to the Council of Writing Program Administrators, plagiarism is defined as the following: "In an instructional setting plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers." Possible disciplinary actions for academic dishonesty may include failure for part or all of a course, as well as suspension from the nursing program and/or University. All students and faculty are expected to treat everyone with respect and can expect to be treated courteously by others.
5. The student's physical and emotional health, conduct, values, and attitudes must not threaten the safety or welfare of self, clients, students, and others within the department and affiliated agencies.
6. Nursing practice is conducted safely within the scope of practice as established by the state Board of Nursing by which the student is licensed as a Registered Nurse.
7. All students will follow ANA *Code of Ethics for Nurses* (See *Code of Ethics* policy included above).
8. Students will remain actively involved in enrolled online courses completing all required course activities as outlined within each course.
9. Students will identify when assistance or further preparation is needed prior to engaging in clinical experiences, refrain from participating in activities for which one is not adequately prepared and seek consultation from faculty and/or agency personnel.
10. APA Writing Format: The most current *Publication Manual of the American Psychological Association (APA)* serves as the format for all papers, citations and references pages written in the MSU Nursing Program.
11. Current unencumbered RN licensure is maintained according to the state board of nursing requirements in the student's state of residence and state of employment throughout

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program enrollment. Additional state licensures as required for clinical placements.

12. Clearance for nursing practice within State and Federal background studies is required upon program admission and repeated only if continuous enrollment is not maintained.
13. Documentation of current immunizations are kept on record with the nursing program.
14. Students are required to have proof of current healthcare provider approved CPR certification.
15. It is the responsibility of the student to conform to conduct conducive to learning by being prepared, prompt, attentive, and courteous in the online classroom and conforming to policies set by the faculty to maintain an academic decorum. Students are expected to uphold behaviors outlined with the Net Etiquette policy.

Failure to meet any of the above Critical Standards will be considered a critical incident and will result in implementation of disciplinary action. Refer to Disciplinary Action Policy included below.

Disciplinary Action Policy

Upon identification of a critical incident, the following process with be implemented:

1. Nursing Faculty promptly notifies the student of evidence of misconduct or critical incident:
     -*Misconduct* includes those violations listed in MSU Student Handbook
     -*Critical incident* includes, but is not limited to, violation of any of the above Critical Standards, unsafe practice, breach of confidentiality, lack of professionalism, lack of integrity, failure to follow parameters set forth by the nursing faculty.
2. Nursing Faculty in collaboration with the student to create a plan of corrective action to remedy the situation. First situation of documented misconduct or critical incident to be implemented as outlined below.
3. Upon second and subsequent situations of documented misconduct or critical incident Nursing Faculty will implement the *Terms of Probationary Status Form* with consultation with the SAP Committee Chair and the Chair of the Division of Nursing.
4. Nursing Faculty will review the completed *Terms of Probationary Status Form* with the student and place a copy in the student file.
5. SAP Committee Chair will track situations of documented misconduct or critical incident and communicate with course instructor student status of prior situations.
6. All situations of document misconduct or critical incidents will be documented within the university's designated advisement and retention platform. As determined necessary, Chair of the Division of Nursing will communicate to appropriate university officials program decisions resulting from probationary processes.

Consequences based upon the nature of the event:
     _____First situation of documented misconduct or critical incident will result in:
- Instructor to work with the student on a one-on-one basis to resolve the issue. Instructor discretion will be used to determine if incident automatically warrants advancement to second situation of documented misconduct or critical incident. Documentation of incident and instructor follow-up to occur within program advising Plan of Study document. Notification of SAP committee Chair.

     _____Second situation of documented misconduct or critical incident will result in:

- Implementation of probationary status with completion of Terms of Probationary Status Form below.
- Failure of exam or assignment, or failure of clinical evaluation (midterm/final) as appropriate
- Implementation of probationary status for the duration of program enrollment

_____Third situation of documented misconduct or critical incident:
- Failure of the course
- Continued probation for duration of the program

_____Fourth situation of documented misconduct or critical incident:
- Withdrawal of student from the program

TERMS OF PROBATIONARY STATUS FORM

Student Name: _____ Date of Probationary Notice: _____

Assessment:
Date of incident: _____

Course: _____ Course Faculty: **_____**

Critical Incident Occurrence:

_____Second situation of documented misconduct or critical incident
_____Third situation of documented misconduct or critical incident
_____Fourth situation of documented misconduct or critical incident

Nursing Faculty Description of Situation:

Student's Description of the Situation:

Plan:

Implementation:

Evaluation:

Signatures:

I _____ (student) hereby acknowledge understanding of situation and   consent to the probationary terms.

Student Signature & Date: _____

Nursing Faculty Signature & Date: _____

* Electronic signatures will be permitted within this form.
* Appeal of Probation: If a student feels he/she has valid reasons to appeal above probation, he/she may follow the grievance process outlined in the MSN Program Student Handbook.

□ Signed form to be filed within the student advising folder.
□ Signed copy of form to be sent to the student's nursing advisor, SAP Committee Chair, and the Chair of the Division of Nursing.

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MSN Program Chain of Command
Problem Resolution

In assuring a positive environment for learning, the MSN program has detailed the appropriate steps to be taken to identify problems and give faculty and students an opportunity to solve them. When something becomes a problem for you while enrolled in the MSU MSN program, bring it to the attention of the people who are in a position to resolve it. Therefore, problems should be addressed by following the steps detailed below:

Step 1: The first step is to discuss the problem with your immediate course faculty in the area in which the problem occurred.
Step 2: If you and the course faculty are unable to come to a satisfactory solution, you should contact the Chair of the Division of Nursing.
Step 3: If you and the Chair of the Division of Nursing are unable to come to a satisfactory solution, you should initiate the Student Grievance/Appeals process, as outlined below, for additional review and consideration.
Step 4: If you are still dissatisfied at Step 3, you should activate the student complaint process as detailed in the MSU Student Handbook and online: MSU Online Student Complaint Process.

The following definitions serve to differentiate a student grievance from a student complaint:

Student Grievance
A grievance is a claim of a violation of a Mayville State University rule, policy, or established practice that affects a student's education. To begin formally filing a grievance, a student should be directed to the Vice President for Student Affairs to review the grievance process, submit appropriate documentation, and consult as needed.

Student Complaints
A complaint is a report of an issue, concern, or problem on an academic or administrative issue that affects a student's experience both in and out of the classroom. Documentation of the issue or concern may be requested so that a statement outlining the details of the complaint (who, what, where, when etc.) is available for review for those involved in the resolution process. In the event of a student complaint, the steps outlined above should be completed as appropriate.

It is considered unprofessional behavior to discuss problems with other faculty/staff not directly involved in this process. Unprofessional behavior is addressed in the following areas of this handbook:
A. Code of Student Conduct in the MSU Student Handbook
B. *Code of Ethics*
C. Critical Standards

The concept of following the **chain of command** is a vital component to the nursing profession. It is a nurse's responsibility to be familiar with the chain of command throughout his/her nursing career.

For additional information related to the student complaint process at Mayville State University: Student Complaint Procedure.

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Student Grievance/Appeal Process

Discuss the grievance with appropriate course faculty.

A Student 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).

A formal written letter from the student is required to be addressed to the program's Student Admissions & Progression (SAP) Committee and Chair of the Division of Nursing. The request will include:

A. Description of the request in 500 words or less

B. Justification for the request

C. Any documentation necessary to support the justification (catalog description, course content, resource manual/handbook, School of nursing website, etc.)

The Student Grievance/Appeal Form must be submitted within 10 business days after receiving notifiation of the incident, allowing up to 4 weeks for a SAP Committee response.

Appeals filed during summer session will be reviewed by the SAP Committee as determined necessary by the Chair of the Division of Nursing.

A review of the appeals will occur at next scheduled SAP Committee 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 SAP Committee. The course faculty and student advisor, involved with the appeal, will receive a copy of the SAP Committee decision.

After the SAP Committee has made their appeal decision and the student still has concerns regarding their appeal, it is then the student's responsibility to present their appeal/concern to the Chair of the Division of Nursing within 10 business days of the SAP Committee's appeal reply. The Chair of the Division of Nursing may uphold or deny the appeal and will respond to the student in writing within 72 hours of the usual work week. Further review by the Director of Extended Learning and the Vice President of Academic Affairs if continued student concern regarding their appeal.

MSN Program Student Grievance/Appeal Form

A Student will be allowed to appeal based only on:
1) The evidence presented did not support the decision.
2) There is new information that was not considered in the case; or
3) The sanctions were not justified by the nature of the offense(s).

NAME: _____ **STUDENT ID #**_____

Date: _____

Street Address:_____**City/State**_____ **Zip**_____

Phone: _____

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?

_____

_____

_____

....

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 Student: _____

RETURN THIS FORM TO THE CHAIR OF THE DIVISION OF NURSING

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Enrollment Options

Students may enroll in the nursing major on a part-time or full-time basis. Full-time students and students enrolled in the major courses the previous semester is given preference respectively for enrollment space in courses. Students must self-register for courses and appear on the official class roster in ConnectND in order to complete courses associated with the nursing major. All required practicum experience documentation must be submitted and verified by program faculty and staff in order for the student to enroll in the practicum courses.

Discontinuing Enrollment

Students not continuing enrollment in nursing courses, other than by dismissal, are requested to communicate with their advisor about their decision to discontinue enrollment.

MSN Program Progression Policies

Program Completion Timeframe
Students enrolled in the major and who do not complete all nursing program course requirements within a five-year period after initial enrollment in nursing courses may be required to repeat or take selected courses. These circumstances usually develop as a result of curriculum changes.

Concurrent NURS Blocked Course Enrollment
Students are expected to follow the established course rotation schedule/plan of study for either the full or part-time enrollment path designated for the fall or spring semester cohort for which they were originally admitted. Please refer to the Course Rotation Schedule/Plan of Study. Enrollment in NURS courses in a manner other than indicated within this schedule requires approval from the student's advisor and the Chair of the Division of Nursing.

Incomplete NURS Course Grade Allowance
While students are expected to complete enrolled NURS courses on time and within the established 5 or 10 week course, an incomplete course grade may be necessary in the event of unexpected or unavoidable personal circumstances. Course instructor permission is required for an incomplete grade to be issued, and all university processes must be followed in order to formalize the incomplete grade request. Students are to contact the course instructor should an incomplete grade request be necessary. However, a maximum of 2 incomplete NURS course grade allowances will be permitted during program enrollment before the student will be required to meet with his/her advisor to establish an alternative plan of study (i.e. decrease from full-time enrollment to part-time enrollment).

Retention in the Program
The Nursing Program reserves the right of retaining in the major only those students who, in the judgment of the nursing faculty, satisfy requirements of scholarship, behavior, and health characteristics suitable for the profession. Students who achieve less than a "C" in a required course (or course withdrawals) for the major are required to repeat the course to progress in the program while continuing to meet all pre/co-requisite course requirements. A course may only be repeated once, but any subsequent course failures will necessitate program withdrawal.

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Scholarships

A variety of scholarship opportunities are available for Mayville State University students. Use the following link to identify currently available scholarships:
Mayville State University Scholarships

Additional information regarding nursing specific scholarships is available within the Blackboard Graduate Nursing Student Forum course.

Program Orientation

All students will complete a program orientation process prior to beginning program enrollment. This process will include:

1). Review of materials posted within the MSU Student Orientation Blackboard (DSO) course shell.

> This course will provide you with an overview of Blackboard, our primary learning management system, and also provide practice opportunities for you to become more familiar with the online learning environment using Blackboard.

2). Review of materials posted within the Graduate Nursing Student Forum Blackboard course shell.

> This Blackboard course will continue to be an avenue for ongoing communication between students and the Chair of the Division of Nursing and will be the official location for posting of all program related information and announcements. Students are encouraged to monitor the activity within this course shell at least weekly throughout program enrollment.

- **MANDATORY**: The MSN Program Graduate Student Handbook is located and maintained within this Graduate Nursing Student Forum Blackboard course. All students will be required to complete an associated Student Handbook Quiz located in this course. This quiz will serve to verify evidence of student review of the handbook and understanding of his/her responsibility for following the included information, policies, and guidelines. Electronic consent and signature will be obtained and tracked by completion of this quiz with a final quiz question included to specifically address acknowledgement and consent.

  Each student will be required to complete this quiz prior to the start of the first semester of program enrollment. Failure to complete this quiz by the established due date/time will delay the student's progression in the major as he/she will not be permitted to participate in course activities within the first nursing course.

- **MANDATORY**: viewing of Graduate Nursing Program Orientation YuJa video recording (this recording is located in the "YuJa" tab in the Graduate Nursing Student Forum Blackboard course. **Note**: All students must view this entire recording- verification of review will take place using associated completion logs within YuJa. Failure to view this recording by the established due date/time will delay the student's progression in the

major as he/she will not be permitted to participate in course activities within the first nursing course.

3). Complete all submission requirements within Verified Credentials as outlined within the Graduate Nursing Student Forum Blackboard course shell.

In order to access the above Blackboard courses, the student will need to first "Claim his/her NDUS Account" and then, using the login information created within this process, log in to Blackboard. Refer to the MSU Distance Student Handbook for instructions on how to "Claim your NDUS Account" and how to access Blackboard courses.

4). Attend OPTIONAL live/synchronous program orientation.
With each new fall or spring cohort start, an optional live/synchronous program orientation will take place at MSU. Students will be invited to meet program and university faculty and staff as well as other students enrolled in the program via Zoom, or another online platform. Faculty and staff will discuss various components of the program orientation information presented earlier in an online format and will be available to answer any existing student questions. Students are encouraged to follow along/log in to the various online course/program electronic resources discussed during this session. Because of the online nature of the program, this orientation is OPTIONAL. Students who are unable to participate in this live session can be assured that the online orientation provided within the MSU Student Orientation Blackboard and Graduate Nursing Student Forum Blackboard courses, described previously, includes all essential program orientation information.

Program Evaluation

Assessment of student learning is an important part of the nursing program. Assessment helps the program plan for continuous quality improvement and assists individual students to partner with faculty in the process of diagnosing and remedying academic deficiencies. Masters Essential Mastery Assignments have been designated as key assessments that, upon successful completion, reflect achievement of student learning outcomes. Essential mastery assignments for the program will be identified in nursing course syllabi. Student achievement of the program outcomes will be measured through use of these assignments. Students will be required to demonstrate outcome achievement by earning a minimum "B" assignment grade and by submitting each of these assignments within TaskStream. Students are also requested to participate in individual course and program evaluations at various intervals. Evaluation surveys and procedures are provided by nursing program.

Course Policies

Note: All course related policies/information included within this section are used to guide development of nursing course syllabi. However, the course syllabus, during actual course enrollment, will supersede any variations in the information included below.

Grading Policies

1. The established Nursing Program grading standard for use in all NURS courses is as follows:

92-100	=	A
84-91.99	=	B
76-83.99	=	C
68-75.99	=	D
<68	=	F

2. The grading standard will be included in every NURS course syllabus.
3. *Mastery Assignments:* Students must earn a minimum "B" grade for all Master's Essential Mastery Assignments. Students who do not achieve this grade upon initial submission will be required to resubmit until this grade is achieved. However, the initial assignment grade will be recorded and used for calculation of the overall course grade. Mastery assignments will be identified within associated NURS course syllabi.
4. *Team assignment projects:* Courses that have team projects will include a team peer evaluation, and this evaluation will influence each student's team project grade. Instructors reserve the right to determine final team project grades based upon all feedback received and will provide rationale to team members for final grade determination as necessary.
5. *Final Grade*: Students who are issued a faculty grade for an assignment will not be allowed to repeat the assignment for a better grade. It is the instructor's expectation that the student's initial submission will be reflective of the student's best work.
6. *Rounding:* There is no rounding of points awarded for grade. Extra credit activities or assignments will not be created in attempt to raise final grades.
7. *Feedback* on assignments will be provided within 5 business days after the submission deadline.
8. *Incompletes:* An incomplete will be given only when the student has made a request to the course faculty in addition to meeting the university requirements for request of an incomplete found in the University Student Handbook.
9. *Passing Grade:* The student must achieve a grade of "C" or better to pass each course required for the nursing major. This applies to all NURS prefix courses and the statistics course requirement. Students who achieve less than a C in a course required for the major (All NURS prefix course and the statistics requirement) are required to repeat the course. Only one course may be repeated during program enrollment (2 course repeats will not be permitted during program enrollment).
10. *Grievance/ Appeal:* Students may appeal a course grade by initiating the Student Grievance/Appeal process.
11. *Participation:* Participation points will be awarded to those who view the "weekly overview YuJa recordings" each week. Completion logs in YuJa will be monitored by the instructor for each recording. Students who watch the entire recording within the

assigned week will be awarded 2 points per week for a total of 10 points in the 5-week course. Students who do not watch a recording in its entirety will not be awarded any points and will receive a zero for that weekly recording.

12. Weekly content for each nursing course will be opened per the course schedule on the day of the week noted by 0001. Weekly content *may be* opened up to 12 hours prior to the scheduled day/time at the discretion of the instructor.

Evidence-Based Practice and Resources

Evidence-based practice was originally defined as the conscientious use of current best evidence in making decisions about healthcare[1]. Since then, the definition has evolved and is referred to a lifelong problem-evolving approach to clinical practice integrating critical appraisal of the most relevant and best research, including evidence generated from outcome management and quality improvement projects, and evaluation of available resources necessary to achieve desired patient outcomes[2]. Evidence-based practice "enhances healthcare quality, improves patient outcomes, reduces costs, and empowers clinicians" (p. 7)[3]. This is known as the quadruple aim in healthcare, and healthcare systems across the US are continually striving to reach the quadruple aim and improve safety of care. Students should prioritize using the Mayville State University online library to access evidence-based resources. Faculty at Mayville State University ask that student utilize evidence-based resources when completing assignments.

References

1. Sackett, D. Strauss, S, Richardson, W.S., Rosenberg, W. & Hayes R. (2000). *Evidence-based medicine: How to practice and teach EBM.* Churchill Livingstone, London.
2. Melnyk, B. M. (2017). The foundation for improving healthcare quality, patient outcomes, & cos with evidence-based practice. *Implementing the evidence-based practice competencies in healthcare. A practice guide for improving quality, safety& outcomes.* Sigma Theta Tau International.
3. Melnyk, B. M. & Fineout-Overholt, E. (2019). Evidence-based practice in nursing and healthcare (4th ed.). Wolters Kluwer.

Discussion Board Requirements

Students are expected to read all assignments in preparation for the online discussion each week, including chapters as noted, research articles, etc. Students participate in the discussion forums by responding to the assigned discussion question(s) and providing substantive feedback to peers. The initial discussion post and peer responses are due by 2355 per the weekly schedule or Blackboard course shell. Posts must contain substantial information about the topic and add to the understanding of the topic with citations from evidence-based resources as indicated. Initial post requirements include a word count of 500-800 words and a minimum of two evidenced based practice (EBP) resources (resource needs to be published within the past 5 years unless it is a landmark source). Student must attach any articles used in the initial post plus a reference page with all citations in APA format. Evidence-based articles from the Mayville State University online library are preferred references but other sources such as open-access articles, textbooks, and web site references can be used. Web site references must be from notable sites such as .gov or .org not .com or Wikipedia. After the initial post has been made, students will substantively respond to three peers with a post that expands the discussion and adds depth to previous information. Each response post will include a word count of 250-500 words (word count does not include the reflection questions), will be graded based upon its substance, and supported by at least 1 EBP resource for each peer response. In each response, the student will reflect upon at least 2 of the following:

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1). How you would use the information included in the post within your current role in industry?

2). How your understanding has changed as a result of the information shared in the post.

3). Provide nursing practice examples directly related to the content of the initial post.

4). Identify differences and/or similarities with evidence from your own professional nursing experiences or initial post.

- Discussion Board Response Posting will vary with low enrollment. During low enrollment students will respond to each other's responses and/ or instructors for a total of at least three responses.
- **See course weekly schedule for established due date/times for initial and response posts.**
- **See the 'Discussion Forum Rubric' for complete description of grading criterion and point distribution related to discussion forums.**

Team Assignments
- When team activities are assigned, all members of the team are expected to **contribute equally** to the end-product.
- If a student fails to participate as an equal member, the other team members should aid in redirecting/encouraging the student to participate equally on the team.
- In cases where redirecting/encouraging is not effective, the team should notify the instructor.
- Members of the team may request to dismiss the non-participating member but only after providing a plan of action in relation to full team participation and notify instructor.
- The dismissed member is responsible for contacting the course instructor. Alternative avenues for assignment completion may or may not be allowed and will be left up to the discretion of the course instructor depending upon the individual situation.
- Courses that have team projects will include a peer evaluation worth 10 points. Each student will be graded on the team project collaboratively and peer evaluation individually. All peer evaluations will be added, and an average score will be added to the assignment rubric score. Instructors reserve the right to determine final team project grades based upon all feedback received and will provide rationale to team members for final grade determination as necessary.
- Teams are randomly assigned
- The assignments for team members will be provided by the instructor.

Online Course Participation/Communication

Across the semester, students will be required to remain actively involved in enrolled online courses. Active involvement will include daily review of emails sent to the Mayville State University student email account, progression through weekly course content and daily participation in discussion board conversations as appropriate, submission of all assignments and activities in the courses as assigned within the weekly schedule of the course syllabus.

- Students are accountable for all academic communications sent to their Mayville State University e-mail address.
  - All students are required to maintain and monitor their Mayville State University e-mail address. The MSU e-mail address should also be used in Taskstream. This provides instructors and students a means of timely and consistent communication. When courses are in session students are expected to check email and Blackboard announcements at least once per day. Students are responsible for any communication that takes place in an electronic format. Students are encouraged to "cc" (carbon copy) themselves when sending program or course related emails to others. This will help to ensure that the message has actually been sent as well as will provide for personal documentation of the communication.
    - Instructors will respond to student email within 2 business days.
    - Instructors will grade student assignments within 5 business days.
- Email and on-line communication are expected to be professional and respectful.
- Office hours and instant messaging via MS Teams. MS Teams can also be used for instant messaging anytime an instructor is available.
- The "Graduate Nursing Student Lounge" in the course shell is a communication tool that students can communicate with each other regarding appropriate course information. Instructors are not required to respond to this discussion forum.
- The "Graduate Nursing Student Forum" is a programmatic communication tool for students, Chair of the Division of Nursing, and Nursing Programs Transfer Specialist.
- The "Muddiest Points" discussion thread on the course shell is for general questions directed to the instructor regarding the course, specific or personal concerns should be communicated directly with the instructor, via email.
- The "Announcements" discussion thread of the course shell is for general information that the instructor wants to alert all students to. Be aware that all announcements are automatically sent to your MSU email address. Students are unable to reply to the announcement thread.

Late Assignment/Quiz Submission

All assignments and exams must be submitted by the established due date/time. A 20% deduction will be applied to late submissions up to 48 hours after the original due date/time. To receive partial credit, late submissions need prior approval, unless unforeseen conditions occur and are approved by the instructor. After 48 hours a zero will be given for that assignment/quiz.

- All assignments associated with a Master's Essential Assignment (Mastery Assignment) must be submitted and achieve a 'B' grade or higher in order to complete the course.
- All assignments, discussion forums, and quizzes must be submitted by the due date/time.
- Due dates for assignments, discussion forums, quizzes will be identified within the weekly schedule.
- Submission of all assignments will take place in the Blackboard course shell with specified instructions via the instructor.
- **Assignments** will be given via the **Weekly Course Schedule.** Submit all assignments in each assignment drop box. *All paper and project learning activities are due as per weekly course schedule below*. All assignments and activities must be submitted by the

established due date/time. All late submissions need prior approval from the instructor to receive partial credit for the assignment (20% deduction will be applied) and will be due within 48 hours of the due date and after 48 hours of the due date will be given a zero.

Instructional Strategies:

The following is a list of possible strategies that will be used in each NURS course to facilitate learning:

- Readings from text, web sites, and professional literature
- Recorded instructional delivery of course material via YuJa recordings, PowerPoint voice over, or other
- Asynchronous interactive activities
- Discussion forums and with reflection and inclusion of evidence-based research
- Formative assessments (quizzes)
- PowerPoint presentations
- Written projects and/ or papers formatted with APA
- Individual Assignments
- Team Assignments

Possible instructional technologies utilized in each NURS course:

- Blackboard
- Blackboard Ultra
- YuJa
- NetTutor
- Infobase Learning
- SafeAssign
- Taskstream/Watermark
- MS Teams
- Starfish
- SharePoint
- Qualtrics
- VoiceThread
- Zoom

You can find the most current list of technologies and their descriptions on the MSU website.

Learning Experiences:

- Across the semester, students will be required to remain actively involved in enrolled online courses. Active involvement will include daily review of emails sent to the Mayville State University student email account, progression through weekly course content and daily participation in discussion board conversations as appropriate, submission of all assignments and activities in the courses by the assigned due dates/times as outlined in weekly course schedule within the course syllabus.

Attendance/Enrollment Verification

Enrollment Verification

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The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment all online courses. The only way to verify that a student has been in a course is if he or she takes an *action* in the enrolled Blackboard course, such as completing an assignment or a taking a quiz. Logging into Blackboard is NOT considered attendance. In each of your courses you will be required to complete an assigned activity to verify course enrollment (see online course participation section below). If it is not complete your enrollment in the course will be at risk.

- The Course syllabus will be reviewed in week one for each enrolled course and a **syllabus quiz** taken to verify enrollment. Faculty recommends students to complete the syllabus quiz prior to beginning any course activities. The syllabus quiz is due by the established due date/time within the first week of the course and may be repeated until 100% is obtained. Bonus points will be awarded for a 100% quiz score earned prior to the due date/time.

Online Net Etiquette

All discussion and interaction within your online courses must follow the following etiquette:
- Be professional
- Be a leader, not a follower
- Do not be afraid to voice your opinions
- Use appropriate personal/professional experiences
- Using ALL CAPS gives the impression that you are SHOUTING!
- Make sure everyone realizes when you are trying to be funny. It is easy for messages to be misinterpreted since there are no physical gestures or voice inflections that accompany the text.
- Post your discussion within the designated timeframe. Other students are anxiously awaiting your posting so that they can respond as assigned.
- Always support your own opinions with textbook or course content, in addition to outside resources.
- Don't make mechanical/grammatical suggestions in your responses to others' postings.
- Do not make personal attacks during heated debates
- Provide evaluations of others' ideas
- Provide additional suggestions for ideas
- Provide constructive criticism
- Provide positive feedback as well as critical feedback
- Be polite
- Be aware that we are all students and not expert writers
- Read all comments to each question before responding
- Avoid postings that simply say, "Good point" or "I like that idea" – provide rationale for your comments
- Explore any/all outside resources posted by other students. Follow-up postings should include reference to your thoughts when unfolding these suggested resources.

Academic Integrity

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Mayville State University Division of Nursing promotes the highest standards of academic integrity and the highest regard for truth and honesty. Violations of academic integrity include the following:

- The attempt by students to present as their own any work not actually performed by them (plagiarism)
- Self-plagiarism (repeated use of own work in subsequent courses or semesters)
- Collusion, fabrication, and cheating on examinations, papers, and other course-related work
- Group work on an independent/individual assignment or sharing of individual assignments
- Stealing, duplicating, or selling course materials or examinations
- Substituting for others in class discussions or examinations
- Producing other students' papers or projects
- Knowingly furnishing false or misleading academic information to college officials on official college records
- Altering information on official college records

Violations of this policy are covered under the Code of Student Conduct found in the University Student Handbook. In accordance with this Code, learners who, after due process, are found to have violated the Academic Integrity Policy, shall be subject to nursing program probationary processes and university sanctions that may include discretionary sanctions, including failure on assignments and/or examinations, suspension, or expulsion.

Division of Nursing Statement on Writing

Baccalaureate and Master's nursing education are based on a framework of essential outcomes that demonstrate preparedness of the baccalaureate graduate for professional nursing practice and the master's graduate for advanced knowledge in the discipline and leadership skills needed to improve health outcomes in a number of current and emerging roles in the twenty-first century. The 2021 *Essentials* include the transition to competency-based education and competency-based assessment with these Domains: (1) Knowledge for Nursing Practice, (2) Person-centered Care, (3) Population Health, (4) Scholarship for the Nursing Discipline, (5) Quality and Safety, (6) Interprofessional Partnerships, (7) Systems-based Practice, (8) Informatics and Healthcare Technologies, (9) Professionalism, (10) Personal, Professional, and Leadership Development.

Each of these expected outcomes requires proficiency in the ability to communicate effectively with clients/patients, families, health team members, and the general public. Written communication is integral to the nurse's professional role as care provider, health advocate, and educator.

1. Range of Writing used in the Nursing Discipline

Courses within the major are designed to integrate the continual development of communication skills throughout the curricula. High standards for communication (oral and written) lie at the heart of professional nursing practice and are reflected in all curricular activities, including online classroom and clinical settings. These include a broad range of writing assignments to provide opportunity for growth in aptitude of this essential skill for the discipline. Writing assignments in the major include but are not limited to annotated bibliographies, case studies, clinical documentation, concept maps; patient teaching/resource materials; portfolios; poster presentations; reflection assignments, and scholarly papers.

2. Writing Expectations for Undergraduates in the Nursing Discipline

Writing is an essential component of the communication skills that help define professional nursing practice. A clear, precise, logical and appropriate expression of ideas, opinions, and values in nursing are required for the provision of quality, evidence-based care to clients/patients, families, and communities. To become proficient in written communication, students need to continually develop their technical, analytical, and persuasive skills. Scholarly papers assigned in the major require the use of American Psychological Association (APA) formatting, the standard used for professional communication by the discipline. Documentation in the clinical setting requires the use of approved medical terminology, standardized abbreviations, and guidelines established by the practice setting (e.g., DARP or SOAP notes for acute care planning and OMAHA charting for population-focused prioritized plans of care). Clinical documentation in a patient chart is a legal document, therefore the ability to demonstrate competency in written communication by being accurate, clear, concise, and comprehensive is an essential skill for the discipline. These skills are practiced and evaluated across the curriculum through a variety of assignments that strengthen written communication of self-reflection; client/patient, family, general public, health provider, and peer education; and analysis and synthesis of information and acquisition of knowledge.

Writing Professional Papers

- *American Psychological Association* (APA) (7th ed.) formatting is the established writing format used for all papers written in the nursing program. Using this format, papers will be written in a professional manner with title page, introduction, body, conclusion, and reference page with citations cited correctly throughout entire document, Times New Roman, 12-point font, double spacing of entire document; and be free of spelling or grammar errors. For questions regarding how to write a paper and/or use of APA format, please refer to the writing center (MSU Writing Center). If there are further questions, please contact the instructor.

- Plagiarism takes the words and/or ideas from a source and uses those words as their own without giving proper credit to the original source. Students who intentionally or unintentionally plagiarize will receive a zero for that assignment. The course instructor may allow the student to rewrite the assignment for credit. Please refer to the following web site for information on plagiarism: Academic Plagiarism. Other sites to refer to for plagiarism within papers: Plagiarism Tracker or Plagiarism Tracker

- Blackboard course integration with SafeAssign, an anti-plagiarism software that cross-checks student's work for original content, is available for faculty use as desired.

For additional information about the nursing program contact:

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MSN Program Student Handbook Verification of Review

This MSN Program Graduate Student Handbook contains valuable information for your journey through the Graduate Nursing Program. It is vital that you read this handbook and follow the policies outlined within.

- Please note the separate confidentiality policy and confidentiality agreement form that requires an additional signature. A copy of this form with your signature is shared with the practicum site prior to the practicum experience.
- Additional practicum experience documentation will be necessary during program enrollment and will require student completion and signature/s. Copies of these documents will be shared with practicum site.

I have received a copy of the MSN Program Student Handbook and I understand that I am responsible for following the information, policies, and guidelines written within.

_____   _____

Student Name   Student Signature
Date

Electronic consent and signature will be obtained and tracked by completion of the Student Handbook Quiz taken in the Graduate Nursing Student Forum Blackboard course. Each enrolled student will be required to complete this quiz by the start of the first semester of program enrollment. A final quiz question will specifically address the statement above and will serve as receipt of student acknowledgement and consent.

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